

**AN INVESTIGATION OF FACTORS THAT INFLUENCE PUPILS' DROPOUT
FROM PUBLIC PRIMARY SCHOOLS IN LOKORI DIVISION, TURKANA
EAST SUB-COUNTY, TURKANA COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE
IN ADMINISTRATION MANAGEMENT AND LEADERSHIP OF
MOUNT KENYA UNIVERSITY**

NOVEMBER 2021

DECLARATION AND APPROVAL

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This research thesis is my original work and has not been presented for a degree in any other university or any other award;

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DEDICATION

I dedicate this thesis to my family for their moral and financial support.

ACKNOWLEDGMENT

I would like to express my sincere thanks to my supervisors Dr. John Ngasike, Dr. Ongori Henry, and Dr. Paul Edabu for their guidance and positive insights that made this research thesis a great success. It would not have been easy without their input and constructive feedback. I also appreciate the contribution from all my lecturers who guided me in research methods from the first year. I also express my sincere thanks to my colleagues: Mr. Reuben Lotiang and Edward Eripon who accepted to share ideas during the time of carrying out my research work. Special thanks to all head teachers and pupils who volunteered to provide information during the data collection process. Without them, I would not have completed this critical piece of academic work.

ABSTRACT

Education plays a vital role in national and individual development. However, dropout poses serious setbacks to gains in education despite government effort to introduce free primary education in 2003 and update. The purpose of this study was to investigate factors that influence pupil's dropout in public primary schools in Lokori Division, Turkana East sub-county in Turkana County, Kenya. The objectives of the study were: to determine socio-economic factors that influence pupil's dropout in public primary school, to identify school-based factors that influence pupil's dropout in public primary schools, to establish out pupil's personal factors that contribute to their dropout in public primary schools and to analyse cultural factors that influence pupil's dropout in public primary schools. The study adopted the social capital theory by James Coleman 1988. The study identified a descriptive survey design in gathering data on factors influencing pupil dropout. This study targeted a total population of 1092 respondents comprised of 1061 pupils and 31 head teachers in the Lokori Division. Out of this target population, a sample size of 3 head teachers and 106 pupils were selected using a 10 percent representation of the targeted population. A simple random sampling technique was applied to identify both pupils and head teachers. Data were collected by the use of pupil's and head teacher's questionnaires to gather information on the factors that influence pupil's dropout. The questionnaire response rate included 103 for pupils and 3 for head teachers representing a 97 % return rate. These instruments were pre-tested to ensure reliability and validity before data collection. The collected data were analysed by use of descriptive quantitative statistics such as percentages and frequencies and the finding presented in form of figures and tables. The results were tabulated and analysed using SPSS version 23. The findings of the study revealed that poverty, low-income level of family, distance from home to school, repetitions, lack of school meals program food, school punishment, teenage pregnancy, high absenteeism, low academic achievements, indiscipline, pastoralism, and early marriage majorly being the main factors that influenced pupil's dropout in the public primary. The study recommends the government allocate more funds to low-cost boarding schools and as well as absorb and uplift the status of any five of the day public primary schools as low-cost boarding primary schools. Also, the government to establish new public primary schools in villages with no learning institutions to allow all children in those areas to access education at their reach than traveling long distances to attend school. Besides, the school board of management should report cases of early marriages and teenage pregnancies practiced to law enforcers for necessary action to be instituted against the perpetrators of the immoral act. Again head teachers should organize education forums to educate the parents on the importance of education to the young generation in the future. The study recommends further research to be carried out a similar study on factors affecting learners' drop out of public primary schools in other divisions in Turkana east sub-county can be conducted.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL:	Arid and Semi-Arid lands
EFA:	Education for All
EMIS:	Educational Management Information System
FPE:	Free Primary Education
GER:	Gross Enrolment Rate
GOK:	Government of Kenya
HDI:	Human Development Index
HIV:	Human Immune Deficiency virus
ILO:	International Labour Organization
IPEC:	International Programme on the Education of the child
MOE:	Ministry of Education
MOEST:	Ministry of Education, Science, and Technology
PTA:	Parent Teacher Association
TDDP:	Turkana District Development Plan
UN:	United Nation
UNCHR:	United Nation Convention on Human Rights
UNDP:	United Nations Development Programme
UNESCO:	United Nations Education, Scientific and Cultural organization
UNICEF:	United Nations Children Education Fund
UPE:	Universal Primary Education
WHO:	World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter discusses the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, the scope of the study, study limitations, delimitations of the study, and assumptions of the study and operational definition of terms.

1.1 Background of Study

The worldwide task of any country is to achieve its basic education goals. This is perhaps to enable the citizen to complete their basic education levels as required. However, this was not the norm elsewhere as it negatively impacted many children worldwide who failed to achieve their goals of completing their education from primary and secondary levels; due to many associated factors that affected them to proceed to the next level of basic education. According to UNICEF, (2005) posits achievement of universal primary education by 2015, expounds that children everywhere boys and girls alike will be able to complete a full course of primary school. This expects children to attain and gain access to primary schooling before proceeding to higher education studies. As it is an effort to improve pupil's progression, school retention, and completion rates in schools.

Perhaps, drop out is often a process rather than the result of one single event, and has more than one proximate cause (Hunt, 2008). This study reveals how precursors to dropping out force children to exit or drop out of their studies as early as possible due to the factors associated with environmental issues surrounding them in communities (Hunt, 2008; Lewin, 2010; Ampiah and Adu-Yeboah, 2009). These precursors like absenteeism, low-performance achievement, and repetition influenced pupil's drop out of school.

Scholars like Bridgeland et.al 2010; Oghvbu, (2008); Wotherspoon (2004), established that in worldwide today children who are dropping out of school turn to become a global issue affecting the progression and attainment of children dream goals in schools. This increase in dropouts in education has greatly affected school enrolment in various institutions worldwide. A study by Maton and Moore (2010), explains that abandonment of studies by learners in school is a matter geared by the negative consequences from members of the society at both individuals and society levels. In this

regard, parents and teachers are obliged to provide maximum care and protection to their children at home and school respectively. Also, have an opportunity to support and provide for their education and guidance as well.

Birdsall et al, (2005), hints that several Latin American state's primary or elementary education is nearly universal, and characterized by high dropout and failure rates compared to low completion rates. This further states that nearly half of the school-going children in India fail to complete the fifth grade and constitutes 40% poverty level in the affected household areas in India. This failure to complete primary education is a result of extreme poverty levels affecting the children's families at home who are poor to provide for their children's school requirements and materials.

United Nations report (2008), revealed that primary school-going teenagers were to access basic education to achieve one of the millennium development goals. Subsequently, this study as cited concurs with another study in South Africa by Sibanda (2004), which expounds on many other factors associated with the influence of dropouts to include those that exist specifically at the individual, household, school, and community level. According to the Zambian central statistical office report (2007), denotes financial and societal economic factors contributed to the main risk factors that led to the failure of the school-going children to achieve their goals of completing their studies.

However, the pupils who dropped out of school prematurely end up not obtaining any certificate of graduation at their final educational level (Ajaja, 2012). This is evident in the universal primary education beneficiaries who enrolled at the primary level in the year 2006 in Uganda. Thus revealing many to have failed to complete and sit for the national examination (Uganda Primary Examinations). This indicates that only less than 30% of those who registered for the examinations only sat for the said examinations while the rest of them failed to sit for the Uganda Primary Leaving examinations. This finally contributed to a greater percentage of drop out of children in the society (Uganda National Examination Board report, 2011). In this respect, it has been established that the school dropout rate differs from one country to another and school to school.

However, school dropout not only limits the future opportunities for children but also represents a significant drain on the limited resources that countries planned for the provision of primary education.

During the inauguration of Free Primary Education in 2003, the ministry of education released funds meant for FPE to all public schools depending on approved actual school

enrolment. This fund was intended to cater for the preparation and facilitation of the programs strategized in the Ministry of Education; where it was established that this disbursed FPE funds allocated per school included even the school dropouts in that particular year.

According to the FPE report (2003), only a small proportion of learners aged between 16 and 17 years only attended school after the declaration of free primary education. According to the MOEST report (2003), indicates that children abandoning their studies at different levels of education differed within regions in the country. This concurred with the MOEST report (2005) which indicated that many children from the North-eastern part of the country of Kenya abandoned their studies due to their cultural practice of being cattle herders associated with older age for those who delayed going to school. Also, it concurred with the MOE report, (2009) that indicated many primary school enrolment data included registered children who abandoned their studies at the primary level at the rate of 2 % to 7% in 2004.

Also the Republic of Kenya TDDP, (2002-2008) explains many other factors contributing to the learner's abandonment of their studies included aspects like improvement of towns and trading centres in different localities in the county. These urbanization and community aspects, therefore, triggered parent's failure to provide support to their children's education. This brought in rural-urban migration especially to the disadvantaged families who sought avenues to find resources to support their children's education.

In Kenya, the North-eastern district of Garissa and Turkana county categorized as semi-arid areas registered high school dropouts due to the traditional cultural practice as compared with well-to-do districts like Nairobi and Kiambu (Waweru, 2007). These cultural factors are not unique to Turkana East Sub-county which shared the problem of school dropout with Garissa County. This, therefore, prompted the researcher to identify pupil dropout as the research gap for the study.

However, the MOEST report (2005), denotes that universal primary education offered in the country to the Kenyan citizens in all the public schools witnessed the highest abandonment and wastage of limited resources. This revealed school dropout as a big challenge among institutions of learning especially, at the elementary level in Kenya. Through this, the researcher, therefore, finds out his research topic to be a study of factors that influence pupil's dropout from public primary schools in Lokori division Turkana East Sub-county, Turkana County; and the factors to be investigated included

socio-economic, school-based pupil's personal and cultural factors. These factors, therefore, influenced many children to drop out from public primary institutions in Turkana East sub-county.

1.2 Statement of the problem

To achieve vision 2030 in Kenya, the government managed to put more strategies on best practices to achieve basic education goals for vision 2030. These education goals were aimed to provide globally competitive quality education, training, and research development. The government of Kenya also aimed at increasing the enrolment in schools to 95%. As far as the achievement of vision 2030 is concerned, there is minimal in the country due to an increase of pupil's dropout in various public primary schools. And this, therefore, has derailed the achievement of vision 2030 in Kenya. This abandonment of studies among pupils in schools has continued to increase even in the mid of interventions provided and implemented in different institutions. However, it has so far resulted in achieving minimal progression rates that have realized low transition and low completion rate of pupils in the country. In this regard, education policy on universal and free education mandates all learners to achieve their educational goals at each level of the education cycle.

Consecutively, the government of Kenya offered to subsidize FPE funds to all-day and boarding schools depending on the school's data. From this school data, a substantial amount of funds disbursed to the schools included that of school dropout. This, therefore, indicates how these funds become a waste of valuable resources to equip knowledge and skills to the learners who later drop out from school. It is evident that as many learners continue to abandon their studies, low enrolment rates will be noticed in all schools, and a breed of many criminals, thugs, and illiterate populace shall dominate the society soon.

In the lokori division in Turkana East Sub-county, out of 1062 class 7 pupils in 2014, only 559 managed to be in class 8 in 2015. This significantly translated to a 53% completion rate and 47% dropout rate where their whereabouts were unknown (Sub-county education office, 2015). This fact of many learners abandoning their studies in schools, therefore, allows the researcher to investigate why there is continued abandonment of studies in schools even when the Kenyan government had put a concerted effort on lots of intervention programs. This, therefore, creates the scenario for the researcher to specifically investigate the factors such as socio-economic, school-

based factors, learners, and cultural factors that have led to learners' abandonment of studies in primary schools in Lokori Division Turkana East sub-county, Kenya. This research study will enable the stakeholders to seek a better solution for addressing pupil dropout.

1.3 Purpose of the Study

The purpose of the study is to investigate factors that influence pupil's dropout from public primary schools. These factors include: - socio-economic, school-based, pupils personal and cultural factors that influence pupil's dropout from public primary schools in Lokori division, Turkana East sub-county.

1.4 Objectives of the study

The study was guided by the following objectives: -

1. To determine the social-economic factors that influence pupil's dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County Kenya.
2. To identify school-based factors that influence pupil's dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County, Kenya.
3. To establish pupil personal factors that influence pupil's dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County, Kenya.
4. To analyse cultural factors that influence pupil's dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County, Kenya.

1.5 Research questions

The study sought to provide insight into the following research questions

1. What are the social-economic factors that influence pupils' dropout from public primary schools, in the Lokori division, Turkana East sub-county, Turkana County, Kenya?
2. What are the school-based factors that influence pupils' dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County, Kenya?

3. What are the pupil personal factors that influence pupils' dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County, Kenya?
4. What are the cultural factors that influence pupils' dropout from public primary schools in Lokori division, Turkana East sub-county, Turkana County, Kenya?

1.6 Rationale of the study

The determinant of learners' future relies on education provided in the country. This acquired education will enable individuals to prosper in their future developments in the country and further remained a primary avenue for promoting the development of the society at large. This study becomes significant in addressing pupils' dropout from schools and also a milestone for finding solutions to causes of school dropout. To achieve the fruits of attaining education requires all the learners to complete all the levels of basic education. However, educational gains will be difficult to achieve if the same population abandons their studies at any education level. This will lead to failure of achieving their educational goals. The researchers have indeed explored the same topic to establish why many children abandon their studies in other counties but did not fully investigate in this area.

1.7 Significance of the study

The purpose of the study was to investigate factors that influence pupil's dropout from public primary schools. The findings of the study would have the theoretical information that would provide advanced knowledge on the causes of school dropout.

The study would become beneficial to all concerned policymakers in the Ministry of Education; since it will provide solutions for improving completion and retention rates, and minimizing pupil dropouts in the lokori division, Turkana East Sub-county, and Turkana County, Kenya.

The relevancy of the study is significant to teachers and school administrators as they would disseminate useful content to causes of pupil's dropout in the school. Also enables them to become useful in understanding the critical issues that influence pupil's dropout from public primary schools and how to find solutions for addressing issues affecting pupil's dropout in public primary schools. The study also would raise awareness to the parents on the importance of educating their children and be able to

apply the information given to identify the factors which influence pupil's dropout from school.

Also, the study would enable other researchers to benefit from the literature review and gaps identified from the study as a basis for their further research study. The knowledge generated from the study would be significant in guiding other studies in the future and will provide room for further investigation in similar fields.

1.8 Scope of the study

Geographically, Lokori Division in Turkana East sub-county, Kenya was the area of study on factors that influence pupil's dropout from public primary school. The study relied its investigation on relevant data obtained from head teachers and learners focusing on socio-economic, school based aspects, pupil's personal and cultural factors that contribute to learners drop-out in public primary schools. In September 2016, the study was conducted to establish the factors that contributed to learners drop out of school.

1.9 Delimitations of the study

1. The finding of the study may not apply to private schools because the study will only investigate public primary schools in Lokori division, Turkana East sub-county, Kenya.
2. The aspects of cultural factors, pupils' personal, school-based and socio-economic will be confining of the study and their contribution to the progression of the learners to the next level of their studies.
3. Standard seven pupils were the major focus and limit of the study. The findings, therefore, were limited and not generalized to all other classes in primary school.

1.10 Study limitations

Schools in Lokori Division, Turkana East sub-county were sparsely located and the researcher had to travel to distant places to access the respondents of the study. This proved to be a challenge to the researcher. The researcher had experienced challenges in the process of collecting data in the location of the study. Both the head teachers and learners in standard seven were considered during the data collection of the sampled public primary schools.

1.11 Assumptions of the study

Assumptions of the study were as follows: -

1. During the study, participants consented willingly and provided factual and accurate responses to the questions.
2. During the collection of data, the instruments were considered valid and reliable to produce appropriate findings to be considered.
3. The information obtained from the field and specifically the sampled population was representative.

1.12 Operational definition of key terms

Dropout	Permanent decision to absent from school willingly by the learner.
Repetition	A situation of the pupil to remain in the same class when others progress to the next level because of circumstances beyond the learners and the school administration like a failure in class, sickness, etc.
Absenteeism	It refers to an act of missing class intentionally with permission or without permission in a school
Poverty	The situation of dire needs is not enough to meet one's basics and solve the associated problems one is facing.
Dropout rate	It is the number in terms of percentage realized at a particular time of dropout by the learners in primary school.
School-based factors	These are factors that inhibit learners from progressing well in school and discourage learners from attending studies. They are repetition, punishment, absenteeism, and distance from home to school.
Cultural factors	Some traditional practiced norms and regulations are well followed in African Society which hinders proper learning progression among the learners. These include pastoralism/ <i>nomadic</i> lifestyle and early marriage.
Socio-economic factors	These are social exclusions that destabilize family support to education. These include poverty and family low-income levels.
Pupils personal factors	These are individual caused factors that contribute to pupils' failure to either advance or abandoned their education such as early pregnancies, academic failure, and indiscipline, etc.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents empirical literature on the objectives of the study that investigates the influence of pupils' dropout in public primary schools. The related literature was reviewed empirically in terms of socio-economic, cultural, pupils' individual, and school-based factors influencing pupils' drop out of schools. Also discussed on theoretical literature, conceptual framework, and summary of reviewed identified gaps of the study.

2.1 Empirical literature

The study critically reviews and identifies gaps of each study objective and establishes the missing links the current study investigates from the related literature. The related literature was investigated based on the study objectives.

2.1.1 Concept of dropout

Global education report (UNESCO, 2012), expounds on the high abandonment of studies by learners from public primary schools. Likewise, as cited in UNESCO (2011) indicated that globally in 2010, after many countries adopted free primary education, learners' approximately 31.2 million learners at primary schools abandoned their studies and never resumed to complete it. This resumption of achievement to access school occurs after learners who previously abandon their studies sought readmission in various primary schools. In this case, greater numbers of children enrolling in primary school were witnessed than before the introduction of universal primary education. However, the decrease of learners' enrolment witnessed in public primary schools was geared by many children who abandoned studies in various schools; and this affected completion rates of children in various countries in the world. The outcome of many learners abandoning school and failing to complete their basic education is therefore fronted by the poor acquisition of basic knowledge and skills requirements in school. According to Alexander (2008), denoted that due to unqualified facilitators and limited resources in terms of classrooms, many learners could not achieve and attain their opportunities of studying due to their short period while in school.

Learner abandonment of their studies in the USA in the year 2012, confirmed that 3,030,000 learners of high institutions abandoned their studies translating to 8,300 on

daily basis (Bacolod et al., 2005). In the Caribbean and the Latin American region, the third-highest school learner's abandonment of studies established 17% of poor performance in primary education (Hall, 2008). Likewise, countries like Belize, Guatemala, Honduras, and El Salvador had in the past improved in enrolment from 15% to 24%. Unlike countries like Uruguay, Mexico, Cuba, Jamaica, and Argentina which had posted minimal improvement rates of below 5%. The study also established that high school abandonment was found in countries such as Honduras with 24%, Saint Kitts and Nevis with 26%, and Nicaragua with 52% posted a decrease in the enrolment. This study found school dropouts to emerge as a significant issue in all educational systems in the world.

Many developing countries in the world today have witnessed high rates of many children abandoning their studies. For instance, the global report by UNESCO (2012), established that 42% of learners in Sub-Saharan Africa abandoned school before completing; and revealed that only one child out of six learners exited before attaining grade two of primary education. Learners' abandonment of studies from school manifested from the results associated with failure and withdrawal of children in school. For instance, many indiscipline learners in the school eventually abandoned studies in school due to their immoral behaviour. School dropouts' rate is one such phenomenon that is explained as a product of dysfunctional elements within the education system. School abandonment always happened when the learners develop a negative attitude towards learning even before they join the school. This is attributed to a process of abandoning learning due to surrounding environment factors influencing learners over time. Also is a difficult issue associated with many other problems within the society where the pupils live. The study indicated that learners who abandon their studies before completing any school cycle are considered dropouts (UNICEF & UNESCO, 2011). School dropout does not occur through a single factor but consists of a variety of aspects that range from community, school, family, and individual aspects. It is difficult to confirm exactly what is the sensitive cause of learners' abandonment from school. In regards to the current studies that explore on aspects causing pupils to drop out from school, explained many aspects leading to learner's abandonment of studies from school in various ways related to environment and financial aspects.

Several research studies in many African countries informed that there were many learners enrolled in school as compared to the low completion rate experienced after

dropping out from school. It also reveals that many learners abandoned their studies quickly compared to others who progressed to the next level of completing their studies in different nations. In this regard, countries like the Democratic Republic of Congo and Benin in 2005 witnessed many learners who joined primary school but experienced high abandonment rates that led to low completion rates (Sabates et al, 2010). During this period between 1999 and 2009, learner's abandonment of school rose from 40% to 42 % in the Sub-Saharan African region as this meant many children who joined the school in the period failed to complete their studies (Hadley, 2010).

According to the world bank report (2007) indicated the Government of Malawi allocated 4.2% of its Gross Domestic Product equivalent to 195 million dollars to facilitate the education of its citizens. This fund was meant to offer education to its citizens later realized many of the learners abandoned their studies before completing primary education. This study explains that the government had allocated 55% to facilitate primary education, yet many of the children abandoned their studies from the primary level due to many associated factors at a rate of 65% in 2007. However, half of a million vacancies in school were almost consumed by learners who abandoned their primary education in 2007 with 65 % translated to 60 million dollars did not benefit from the same education.

Learner's abandonment of school was high in Angola and Uganda which stood at 68% and Chad with 72% (Hadley 2010).

The fact that these countries have the highest dropout rates of learners exiting their studies before completing the required levels of education especially reaching grade one. The findings were different from Mauritius with 2% and Botswana with 7% which registered the lowest abandonment of learners at the primary level. Since Ghana launched its education reforms of universal education for all children to access education in 1987, it observed a systemic decline of learners exiting school before completing or attaining the next grades. Interventions by many stakeholders in Ghana played a greater role in preaching for the learners to continue with their studies through NGO forums like Consortium for Research on Educational Access, Transitions and Equity (2012) operating at Southern Ghana, and seminars in the communities.

In 1999 and 2005, enrolment of primary schools increased by 36% in Sub-Saharan Africa and 22% in South and West Asian countries (UNESCO's Global Monitoring Report, 2008). Most states decided to promote universal primary education to attract

many parents to take their children to school. This targeted more than 14 states in the world that promoted free education to the disadvantaged communities; therefore, enhanced the attraction of many children who joined and completed their studies. Further in 2005, the results of abolishing school fees increased the number of children accessing and completing their studies from 72 million to 96 million. This found the sub-Saharan African, South and West countries witnessing the most increasing numbers of learners completing their studies (UNESCO, 2008). In this study, a big majority of states realized achievement of education access and has steadily increased in enrolment to the international standards of promoting the free primary education policy. However, Sub-Saharan Africa witnessed a good number of learners joining school but experienced a great number who failed to complete their studies as expected.

Since independence, the Kenya government sought to expand education but was intruded with internal efficiency problems in form of dropout which continued to reoccur and disrupted the children's progression. Despite the free primary education policy introduced in 2003 in Kenya, part of the children who benefited from it dropped out of school without clear reasons leading to high dropout. In this essence, dropout in Kenya is viewed as any pupil who after being enrolled in primary school later decides to abandon school completely without sitting for Kenya's certificate of primary education (KCPE). However, leaving school very early is therefore related to an outcome of disengagement from the school.

According to the institute of economic affairs report (IEA) indicated that 1.3 million children joined public primary schools at the beginning of free primary education (FPE) in 2003 and only 875,000 progressed to standard eight. This revealed that several children dropped out of school before sitting for KCPE in 2010. This portrayed an enrolment decline in public primary schools with high dropout rates that translates into low progression rates when pupils advanced to upper primary schools.

In another report, education is mostly considered as the ultimate national goal provided to the citizens in Kenya (MOE, 2010). This concurs with another study by (UNESCO, 2005) which considered education as the only way to raise the voices of their citizens to increase their development standards of living in health, job creation, and their productivity in promoting the country's economy.

Nowadays, primary school pupils are on verge of dropping out of school due to unavoidable circumstances. This does not only lead to economic wastage of resources

but also wastage of human resources, infrastructure, and finances allocated to the sector and to the schools where dropouts were registered.

2.1.2 Social-economic factors that influence pupils' dropout

The findings from research studies determined that socio-economic factors contributed to the learner's abandonment of their studies from public primary schools. This actually, explains how school dropout immensely contributed to parents' socio-economic status. However, this is different from well up families where perseverance in-school program was termed to solely overcome difficulties of attaining success in school. In this regard, learners from average and uneducated homes faced the pressure of abandoning their studies due to societal issues. Additionally, learners from poor backgrounds who lacked financial capacity, easily abandoned their education at primary school due to the low income of their parents and families that made them not to cater for their children's education compared to the learners from average or moderate-income families. This study finds poverty and the low-income level of the family to be the main socio-economic factors to be observed in the study. The study finds the most common primary contributing factor for many children to drop out of school is linked to socio-economic factors for instance poverty (Glewwe, 2008). Also concurs with the findings of Hunt, (2008), who established that poverty interacts with other social issues to put pressure on school-going children to abandon their studies from school. The pupils who abandon their studies or schooling are mostly coming from disadvantaged families facing financial crises. This further reveals that poverty deprives many families of supporting their obligated roles such as providing for their children's basic needs, school fees, and other roles in the family. This is supported by the existing literature on dropout that largely identified poverty as a leading factor causing children not to finish school early (Abuya et al.,2013).

Ran, (2011) established that school dropout among many children in India was due to financial difficulties. Similarly, financial factors greatly contributed to many learners dropping out of school, yet some of them were forced to play the role of supporting their families through doing manual work to earn a living (Farooq et al., 2011). As a result of large families, low level of family financial capacity and low level of parental education background led to lack of pupils' educational demands influenced by poverty environmental setup. This concurs with a study by Abuya et al., (2013) who found that learner's dropout of schools was linked to family low financial status. The study

findings clearly show that financial difficulties played a key role in curtailing what the families can provide to their children in case of requirements and scholastic materials. Similarly, UNICEF (2005) reported most families struggling to survive on agriculture and keeping livestock in rift valley province, coast province, and lower parts of the Eastern province which were among communities in semi-arid areas under poverty index; and not mindfully sure to afford at least one meal per each day to survive. This is an indication that over 50% of Kenyan citizens operate below the poverty line. This is revealed in the UNDP Human Development Report (2007/2008) that explains the country of Kenya is ranked 148th out of 177 in the world with 0.521 Human Development Index. According to Oxfam, (2008) and Kenya Integrated Household Budget Survey, (2006) noted that Turkana county being the poorest county in Kenya with a high level of people living with a 94% poverty index. The study further clarified that due to the employment opportunities of soap stones in Kisii county and salt mines presence in Gongoni and Malindi Districts to have disadvantaged the school-going learners the opportunity to continue with their studies. This is against the children's act of (2001) that protects teenagers or children under the age of 18 years from any harm and child labour. But because of the low-income level of the family, children are forced to accept the temporary work offered to earn cash for a better living. The assignments the children engage in are prone to health hazards that can easily reduce their lifespan. It is elaborated that alarming poverty among poor families can consequently hamper the provision of quality essential needs like health, schooling, food, and accommodation to their children. Similarly, according to an Economic Survey report, (2009) finds that many parents due to the alarming increase of poverty levels were unable to invest in the education of children. This concurs with the World Bank report (2012), which denotes that due to low investment return in educating children most parents declined to provide and support their children schooling.

Differentiation between urban and rural household's production function approach to measuring the income level in Africa has been conducted by several studies. The most unfortunate households are the rural households characterized with low levels of income and poor attitude towards provision of education compared to urban households that value the importance of education in the future for their children (Abuya et al., 2013). According to Hunt (2008) posits that school disengagement, poor academic

performance, poor, lack of school attendance, and high level of poverty rates are significantly linked to dropout rates.

It is evident that provision of scholastic materials like uniforms, feeding, medical care, and other fees required in school relied on as an obligation of the parents, sponsors, and guardians; though the provision of free primary education by the government is mandatory (Achoka, Odebero, Maiyo & Mualuko, 2007). This is an indication that school dropout is immensely contributed by the socio-economic status of some parents. This is linked to parent's inability to provide for their children's basic needs and this leads to an increase of rampant school withdrawals. Too much household duties also have become a primary reason that keeps boys out of school. For this reason, most families think that the boy child to be at home helping the parent in cattle grazing in most pastoral communities in Turkana. In the case of large family size, the academic welfare of children is always neglected by parents due to their limited involvement. According to Osagie, (2010) stated that dropping out of school is being caused by the forces that lead learners to abandon their studies due to lack of seriousness from their uneducated families. But according to Osakwe et al., (2010) observed high academic attainment of the parents to be potential in reducing the chances of primary school dropouts.

2.1.3 School-based factors that influence pupil's dropout.

The findings of the study established that school-based factors that influence learner's abandonment of school from government-funded primary schools were as follows: school punishment, distance from home school, repetition, truancy, and lack of school meals program. Provision of formal education to learners in a classroom environment is articulated by teachers in school and involved active people in the community (Fullan, 2007). In this respect, all the learners were expected to attain education through respective schools available in their locality. It is in this respect that all the stakeholders tasked with the management of the schools were to offer support of the management of either government-supported or private aided or sponsored learning institutions. This is to avoid the failure to achieve the best educational standards that leads to the poor academic performance of learners in school caused by inefficient impart of knowledge. As well is associated with poor management styles of the concerned stakeholders tasked in promoting and providing quality education to the learners to keep off blaming others

after realizing dismal performance resulting from deteriorating performance standards of education in schools.

According to Kurgat, (2008) established that due to lack of parents commitment towards their children education, learners lateness to school, instructors or facilitators and learners absenteeism, head teacher's low work motivation, instructors, inadequate scholastic learning and teaching materials, poor methods of assessing the systems of checks and balances in terms of academic excellence the learners and instructors in school, high rate of teacher turnover, inadequate preparation of content by the teachers and lack of adequate allocation of funds by the government had become serious contributing factors to learner's poor performance of education in Kenya. However, a study in Tanzania revealed the high number of learners abandoning their studies due to the school distance of most learners trekking to school. This proved too far for the learners to trek every day and therefore limits those who were to attend school (Ainsworth et al, 2005). According to Abebaw, et al (2007) established that girls were affected more than boys in terms of distance of the school from home. This scholar identified the distance to school from home as one of the school characteristics detrimental to school completion (Abuya et al., 2013).

This in the long run contributed to too many girls abandoning their studies and opting to get married and become pregnant. While the boys would continue to perceive the school long distance from home. In this regard, school distance impacted on the girl child than boy's learner participation in school had impacted on making many learners abandoning their education and decided to engage in activities which were not productive especially for the learners from the village schools.

According to Kimitei, (2010), there is insufficient infrastructure consequently affecting learners who have to trek miles and miles due to undulating, rocky, steep, and hilly lands besides other environmental weather conditions culminating in negative academic performance and precisely related to poor results.

This substantial increase of learners abandoning their studies from schools would force learners not to complete the basic compulsory primary education that was to equip them with basic knowledge and skills in life. This would front into the necessitated presence of minimal learning opportunities, overcrowded classrooms with inadequate learning resources, and at times, unqualified staff (Alexander, 2008). This concurs with a study by Little (2008) that states learners of variance in ages, talents, and abilities add value

on the matter when mixed in a single room without maximum or proper teaching techniques to facilitate and aid a learners-friendly school environment.

According to Cunningham, (2005) expounds truancy as learners' absence from school without permission and knowledge of parents or teachers; it is an act that derails student's effort in achieving good performance in school and creates room for dropouts. This makes the learners in most cases to disappear from home with disgustful effort to have gone to attend school activities but ended up becoming involved in many out-of-school activities. This was regarding the learner's developed negative attitudes towards education in school to drop out of school. However, truancy is therefore the unaccepted practice of learners' attendance in-class participation in school and eventually redirected as a dropout.

Theuri (2004) established that class repetition in all levels of schooling, contributed to learners' drop out of school and subsequently taking long to finish their education within the required time frame. Pupils who repeated grades are made to do so due to low academic performance achievement caused by the poor quality of teaching in the classroom. Other observations by Nyawira (2007) and Orodho (2013) respectively included; inadequate physical and human resources majorly experienced in a public primary school in Kenya increased administrative load.

Also in some of the studies, school punishment contributes immensely to school dropout and has become a threat to the learners in public primary schools. According to Boyle and Smari (2002) reveals that corporal punishment was still being upheld by teachers worldwide. This is contrary to the children act (2001) which adopts the elimination of child labour, protection of children, and young person among the children. In 1989, 52 percent of Pakistan teachers were found using physical punishment and this became a major cause of students dropping out of school (Farooq et.al (2011).

Besides, many studies observed inadequate resource provision in many schools led to learners lacking the basic needs to enable them to enjoy schooling in many governments aided schools at all levels in Kenya. This made many governments aided schools face insufficient scholastic materials, unfinished or dilapidated structures like office blocks, unreliable communication, crowded classrooms with no or enough furniture for the learners to sit on during class, hurtfully increased head teacher's difficulties in handling managerial roles (Orodho, 2013).

According to Ndungu (2011), schools with feeding programs registered a significant increase in school enrolment. According to WFP, (2013) observes that to achieve the educational goals of children, consistent continuous provision of a daily meal is a powerful support to learners. For instance, in northern Namibia, a school was deserted for two weeks by learners, until the food was delivered to school (WFP, 2006).

In particular, the impossibility of guaranteeing minimum nutritional requirements is associated with low learning achievements and school dropout (Abuya, 2013). This is a similar situation in Turkana east sub-county where children often report to school late after when the food is delivered to the school. In the Turkana East sub-county, food has become a determinant of schooling for hungry pupils who feel weak to overcome the effect of hunger as it interferes with the learner's ability to concentrate in school. This concurred with a study that indicated that malnourished children can suffer from low motivation results that influence them to drop out early due to poor cognitive function (Pridmore, 2007).

2.1.4 Pupil personal factors that influence pupil's dropout

Dropping out of school by learners is linked to their movement, learners' discipline, low achievement performance, and high absenteeism as reported by (Rumberger, 2004). However, dropping out of school derails the effort of improving school enrolment in public primary school with some of the students opting to drop out of school due non-conducive environment, poor relationships with instructors and peers (Rumberger, 2004).

Conversely, poor performance is associated with absenteeism and late reporting of pupils to the school. This is enhanced by inconsistency attendance of lessons and absenteeism of the pupils in school. Alternatively, it is important to address individual pupil's needs especially in the case of slow learners and those at risk of repeating classes. Additionally, the indirect costs the schools charge on the learners in school attendance contributed to 66% of learners' dropped out of school. These had escalated many of the school-going children to engage in malpractices or unaccepted behaviours like illegal abortion, pregnancy, drug abuse, early marriages, and child labour (ILO/IPEC, 2010). Also Muhindi, (2013) observed that early pregnancy and early marriages were the reasons behind the high school dropout rate in the county. As cited by Boyle et al (2002) similarly stated that teenage pregnancy had become an important and major factor that had increased drop out among the girl-child in schools. This study

elaborated when the girls drop out of school because of being pregnant have their future socio-economic prospects be greatly reduced. This study concurs with FAWE (2006) that revealed that dropout rates of girls from school stood at 75% due to rampant early pregnancy, as compared to boys at 20% who dropped out of school due to social pressure in the society. This concurs with this study that explains teenage pregnancy jeopardized schooling (Abuya et al., 2013)

2.1.5 Cultural factors that influence pupil's dropout.

According to Mbiti (2007), a family is the first medium for transmitting culture to children. However, the parent's reluctance to monitor their girl child in performing domestic activities at home emerged as a major problem of the girl-child abandonment of their studies in respect of the low basic financial status of the family in the rural setting (Kotwal et al 2007). In this regard, it had emerged that some of the parents avoided participating in domestic activities at home and instead assigned these activities to their children to perform. This spearheaded over to most families who became reluctant in monitoring their children's behaviours while at home and school. This created space for the girl child to indulge in malpractices which affected them to become more vulnerable to be lured to do or start engaging in early marriages. This was in the long run resulted in the poor family upbringing of the children.

In Kenya, the annual learning assessment report (2009) noted some of the traditional settings did emerge to produce high numbers of the learners dropping out of school with rapid characterized high dropout (Uwezokenya, 2009). A study conducted by Lloyd & Mensch (2008) established several of the young girls in school with the age of 15 to 24 years fell as victims of early exposure to the young relationship which led to early pregnancies and other contracted related diseases during engagement in early marriage. This girl child group constituted between 5% and 33% of child marriage and pregnancies which directly had accounted for dropouts depending on the country. As cited in the findings reported by Harry (2011), revealed that cultural factors contributed negatively to the education of girl-child in different communities hence causing them to drop out of school.

Even though the involvement of children in the domestic activities at home had to follow the cultural, societal norms and standards required for any growing child. Children's participation in such activities contributed in some extent to learner's drop out of school (Owiti, 2006). He further observed that learner's always committed

themselves to do domestic work at their home in correlation to the existing community norms, and at the homestead children usually participated in line with acceptable cultural practices commonly exercised in all African societies. This involvement of children especially during the harvest period in the communities did coincide with the school program that led to many children dropping out of school. This normally led to the failure of the children to resume school until when the harvest season was over; they would remain to be referred to as dropouts. Hardly (2010), posited that it was always difficult for the children who dropped out of school to resume school immediately. Traditional beliefs practiced in different communities normally influenced parents' attitudes towards the assigned community roles of young girls and women. These roles were stipulated that women and girls in different villages played unique roles to perform at home such as being housewives, preparing food, and looking after the family (Harry, 2011). Also, Nguyen and Wodon (2012) revealed that to reduce the gender gap and disparity among girls and young mothers in the community; early pregnancies and marriages must be eradicated if fruitful education was to be achieved by about half of them who had attained the minimum requirements. As per this study, early marriages and pregnancies failed to be controlled in many African countries despite their efforts to develop policies and programs to discourage the illegal practice of getting married below the approved or accepted age limit. According to scholars, Nguyen and Wodon (2012) established that most of the policies implemented in developed countries were not effective in discouraging young girls from indulging themselves in early marriages and pregnancies in their communities. These were influenced by traditions practiced in most pastoral communities in Africa.

In the African context of reasoning about the education of the girl-child, it was considered as lost in terms of benefits to be accrued on the side of the parents of the girl. Also, they termed educating the girl child as like enriching the man's family after marriage as they flashed back on the cost incurred while supporting educating for the girl child in school. As cited by Hunt, 2008 noted that African thinking was based on not educating the girl-child to benefit the husband's family at the expense of the parents of the girl family who had the responsibility of educating the girl. Most African communities regarded the education of girl child as a wastage of limited resources available to educate the girls who later would get married.

Dropping out of girls from school depended on indulgence to early teenage pregnancies leading to the nationwide outcry. It was revealed that 75% of the girls who dropped out

of school kept on staying in the village (FAWE 2009). This study by FAWE (2009) also established that 70% of teenage girls abandoned their studies unceremoniously. Teenage girl's abandonment of their studies led them to be lured to early pregnancy instigated by negative forces within the community. The term school dropout was linked due to factors associated with teenage girls becoming pregnant as compared to the boy child with 20 % of them dropping out of school due to low commitment to studying. According to (the Republic of Kenya TDDP, 2002 – 2008) noted that insecurity had emerged to lead to the loss of lives due to inadequate economic resources that had caused fights between neighbours in and outside Kenya especially along the border of the Turkana area; where livestock was the main economic activity of pastoralists among the people in Turkana. However, Abdi (2011), established that livestock farming or herding among the pastoralist communities had declined due to the western education offered to the children. The nomads considered the lifestyle of allowing school-going teenagers to abandon their studies, as a waste of time in most schools and abuse of their culture. They believed that the education offered wasted their children and made them dislike the practice of livestock herding. The nomads considered the provision of western education to their children to be not a solution to their problems in the community. But wasted time to erode the culture of the community in terms of indoctrinating the children with the practices of avoiding and disrespecting their cultural traditions (Abdi, 2011). For instance, learners who abandoned their studies at schools would decide to migrate with their parents and livestock elsewhere (Abdi, 2011). Again, some parents encouraged their children to drop out of schools intentionally and accompany them during migration as herders or assist them to search for food for the family (Odunga and Singei, 2012).

2.2 Theoretical literature

Social capital theory by James Coleman (1988) elaborated the influence of individual decision-making behaviour in life and its significant impact on individual interaction with others to make informed decisions. The application of the theory is based on the support provided during the attendance of learners in the catholic school in 1988 as reported by James Coleman; those social problems like dropping out of school due to community associated problem leads to the destruction of social norms and progression.

In support of this, Coleman (1988) found that attendance at catholic schools increased social capital, and thereby decreased the tendency to drop out of school.

In 1988, James Coleman collaborated on many social factors to define social capital and how it is related to dropout. Coleman (1988) further in his study found that as the level of social capital increased, a student's tendency to drop out of school decreased as well. In this context of the study of dropping out behaviour, social capital in this case is a resource that aids students in remaining in school and aids schools in achieving their goals of educating up to graduation (Coleman, 1988).

According to the theory, the achievement and connection between children's performance in school and parental income have a linkage in determining the future status of the children educated according to Sociologist James Coleman. He further, argued that learners' success and achievement were based on the ability of the parental educational background, value, financial status, and innovation to consider education as the most important gift their children could benefit from. Coleman, (1988) expounded on the linkages between the learners' achievement in class and the parents' background. The outcome of the human and financial status position of the parents' achievement greatly depended on the linkage and relationship of the parents, children, school environment, and the community on their social capital ability. Coleman (1988) found family as the first social capital provider and environment being the second phase. Also, Coleman (1988) revealed that parents and home environment are far greater determinants of children's future than the schools. According to this study, parent's roles and background are more important in terms of contributing to school performance.

Coleman (1988) defined social capital's basic components as among others in community engagement, church activities, school-related activities, and home duties that promoted relationships within individuals in the society. Monetary or human being resources were components that individuals' pose to purchase anything as social capital (Coleman, 1988).

The linkage between social capital and learner's drop out of school was connected in terms of school factors and social factors contributing to school dropout (James Coleman, 1988). Modelling of learners' education in school depended on the family education background and financial status in the future. The majority of parents in the Turkana East sub-county survived within poverty lines and have the poor status of living at home. This prompted them to seek support from well-wishers to offer

sponsorship to their children's education. Many organizations like Faith-based and charitable organizations played a greater role to support unfortunate children's education to reduce them from dropping out of school. However, high chances of children who dropped out of school had insufficient basic school requirements and personal effects whereby attributed to existing financial constraints affecting the households. This inculcated into pupil's dropout from schools in Lokori Division, Turkana East sub-county, Kenya.

Coleman (1988) revealed that the key role of bringing children at home, school, and the community was linked to parental education, financial status, and parental influence as key determinants. This is emphasized in the study to be the indirect linkage of learners' performance and eventual drop out of school had a relationship to family structures or organization linked to social capital (Coleman 1988).

According to studies learners' achievement including involvement of parents was linked to the role of the family as observed by the Social capital theory. This represented practices associated with family and parental style of modelling the children. The situation of lack of necessities automatically contributed to learners dropping out of school. These research findings indicated opportunities that family connectedness had with their children enable the prevalence of educational achievement. Child wellbeing and family relationship are explained in a broader perspective theory that linked it to the effects of family dynamics (Coleman, 1988). This connectedness between learners' ability, family capability, educated friends and connected community, and conducive school environment led to the achievement of higher academic achievement. The connectedness in the study was defined as a product of promoting and generating involvement and relationship. Community surrounding, school factors, and government factors influenced learners' drop out of school as defined in the social capital theory. Learners' commitment to the school was largely dependent on the influence of the family in the provision of their basic needs.

The influence of the family on children's drop out of school was in line with the social capital theory advanced by James Coleman (1988). The theory also focused on the social issues affecting the community and how such issues could be solved. To this end, it clearly explained how the education of children was not taken for granted or choice; but became an obligation of the parents to educate and support their children. Learners' better performance in school came as a result of firm family education background and their financial status as explained by the theory. Both parent education and income

facilitated a smooth progression of children in school and acted as a motivator for better performance.

2.3 Conceptual framework

This study finds this conceptual framework is useful in assisting to identify answers to the questions in the study of factors that influenced pupil's dropout from public primary schools. This conceptual framework also would discuss independent and dependent variables in a study.

The dependent variable in the study was the pupil's dropout from public primary schools while independent variables were the socio-economic, school-based, learners' personal, and cultural factors that influenced pupils to drop out from public primary schools. While intervening variables included government policy.

The aspects within the child's family that influence learners' dropout of public primary schools are Socio-economic factors. The elements of socio-economic factors included the financial status of the family and its effects like poverty.

However, aspects that relate to learners' wellbeing and engagement in the school were school-based factors.

These elements included truancy, lack of scholastic materials, repetition, shortage of teachers, truancy, and school punishment, lack of school meals program food, and school distance from school. Pupil's factors referred to the wellbeing of the individual learner's aspects within their community.

The pupil's factors included indiscipline of the learners, low academic performance, early pregnancy, being absent, poor education background due to parental level of education, and negative attitude towards instructors in school and fellow learners. While cultural factors included early marriages and pastoralism /nomadism factors. Intervening variables explains the relationship between observed variables like independent and dependent variables for example government policies.

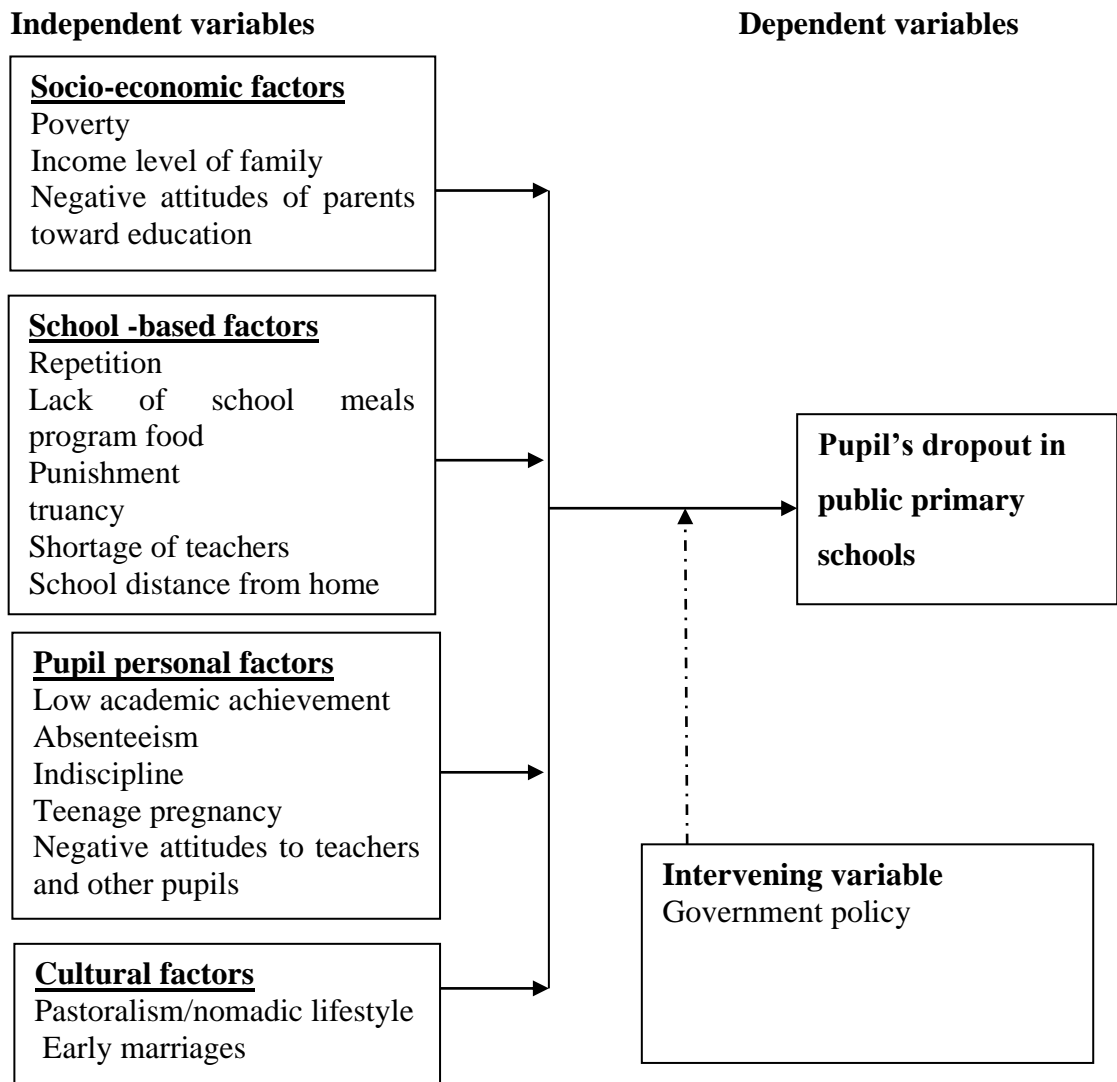


Figure 1: Conceptual framework

2.4 Research gaps

According to the literature review, the gaps identified to establish the purpose of investigating the study. It focused on the current and available literature that depended on the main themes of factors that influence pupil's dropout from public primary schools. The research gap is learners' abandonment of studies from school. Pupils who abandon studies eventually find a way of dropping out of school depended on the main factors associated with dropouts of pupils in every objective. This is linked to the main factors under study. All learners should be encouraged to return to school willingly after dropping out of school.

The pupils who dropped out of school, found themselves dropping into school to be readmitted. These pupils dropping into school refers to pupils who willingly accepted to

return to school for readmission again after dropping out of school. These are a group of pupils who had been affected in one way or another and had stayed outside the school for a long time but conclusively made a mind to return to school to continue with the studies. Looking into this gap, there is a need to conduct studies on establishing why the learners are abandoning their studies from public primary school from Lokori Division Turkana East and later drop into school to seek readmission to continue with learning.

2.5 Summary of literature

The reviewed literature establishes socio-economic factors influence pupil's dropout from primary schools. It also analysed the factors responsible for the linkage of the issues affecting the learners. These factors that contributed to learners' abandonment of their studies from public primary schools include: - cultural, school-based, pupil's personal, and socio-economic factors.

Socio-economic aspects were linked to the financial status of families for example family financial background, low-income levels of the family, perception, and attitude of the parents in appreciating the relevancy of education, and elements of poverty.

Likewise, the school-based factors referred to school-associated factors that promote or limit the learners from continuing or abandoning their studies from public primary schools. These factors included repetition, the distance of the school from home, lack of school meals program food, punishment, and shortage of teachers.

Also, personal factors contributed to the failure to either advance or abandon studies in public primary schools. These factors included early and teenage pregnancies, low academic achievement, absenteeism, indiscipline, and negative attitudes towards teachers and other pupils. The aspects that associate with personal factors are issues like failure to attain good grades in school, failure to advance with good grades, inferiority complex among learners due to repetition of class. While cultural factors eventually refer to social aspects that surround the learners in their communities in terms of the lifestyle of the different communities. Some communities promoted nomadic life and pastoral aspects duty for the young boys. Some communities prefer the boys to stay at home and considered education to be a waste of time and resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the approach involved in the study to establishing the facts. It also involves the research methodology adopted for the study. This section focuses on research design, location of the study, target population, sampling procedure and techniques, sample population, research instruments, validity and reliability of research instruments, data collection methods and procedures, data analysis techniques and procedures, and ethical considerations.

3.1 Research Methodology

The study adopted a mixed research methodology. This method provides qualitative and quantitative approaches that would be involved in the investigation of the factors under study. The approach of involving qualitative and quantitative in the study would enable the study to obtain valid results from the field. According to Amin, (2005), explained that mixed approach helps in understanding the facts about the two variables under study. The quantitative approach involves establishing the collected facts about the study and treats them into the numerical analysis of investigation; while the qualitative approach involves collecting and analysing non-numerical data to understand concepts or opinions.

3.2 Research design

The study adopted a descriptive survey design. This descriptive survey design describes the population with all its characteristics by providing data on the population (Amin, 2005). The descriptive survey research design adopted in the study would establish aspects that contributed to pupils drop out from public primary schools. According to Orodho (2008), survey design may describe the distribution of the outcome of the program. The survey method is meant to gather data from a particular individual to obtain and describe the responses of the individual at a particular time (Jackson, 2011). This study enabled utilization of different learners' responses about their abandonment of school at an early stage of school education and established the root causes of the problems affecting pupil's dropouts from the public primary school level.

Additionally, it investigated the factors associated with learner's dropout from school to include socio-economic, school-based, pupils personal and cultural factors. This is not

unique to the community of Turkana East Sub-county that share these similar factors, though different in reasoning and application of the knowledge.

3.3 Location of the study

The study was carried out in the Lokori division of the Turkana East sub-county. This area was considered because of its associated aspects under investigation in this study and an area familiar with the researcher. This Lokori Division consists of an educational zone named Kangitit zone. It is covered and surrounded by hills and plain terrains in most parts. For instance, Loriu ranges lie at the eastern while Morutena hill escarpment covers the western part of the division. The rest consists of the plain terrains. The community of the Lokori division practices pastoralism and some along with river Kerio practice farming especially in Morulem, Lokwii, Lotubae, and Elelea irrigation schemes. Most pastoralists customary resisted appreciating the value of education and resorted to assigning their children home chores as they rendered education as a waste of time. They only allowed them to herd the livestock. This has increased the number of learners who abandon their studies and in turn affecting school enrolment. Farming and nomadic life activities ignited pupils to drop out of schools during the harvest period and livestock herding. While in the harvest season some children are tasked to engage, protect and scare prey birds and animals from invading the farms while others have the responsibility of taking charge of the animals at home.

3.4 Target population

The observable characteristics of the population emphasized the entire group according to Mugenda & Mugenda, (2003). The target population for the study was therefore all the 31 public primary schools in the division. Consecutively, the target population comprised of 1061 class seven pupils and 31 head teachers.

The target population of the study considered by the research is shown below. Table 1 ascertains the target population as shown.

Table 1: Target population

Category	Population
Head teachers	31
Pupils (class7)	1061
TOTAL	1092

Source: District Education Office Turkana East, 2016

3.5 Sampling procedures and techniques.

The study employed a simple random sampling technique. This simple random sampling technique is the most basic probabilistic option used for creating a sample from a population. Each simple random sample is made of individuals drawn from a larger population and any member of this institution has an equal chance of being selected. This process of selecting some individuals for a study in large groups is a sampling process (Ogula, 2005). The samples obtained from the population with the same size have an equal chance of selection (Amin, 2005).

The study, therefore, identified a simple random sampling technique to select samples of 106 pupils and 3 head teachers respectively. The data was obtained from the Turkana East sub-county education office and a list of schools was as well obtained to help in conducting the study.

3.6 Sample population and sample size

According to Mugenda and Mugenda, (2003) stated that any study sample between 10 and 30 percent is reliable and sufficient for generalization. The study sample population was determined from the 31 public primary schools in the division and 1061 standard seven pupils. The sample size was identified using a 10 percent representation of the targeted population in which 3 head teachers were selected from 31 head teachers targeted population while 106 standards seven pupils were selected from 1061 standard seven pupils targeted population.

The researcher sought to establish the study sample size. Table 2 ascertains the sample size as shown.

Table 2: Sample Size

Category	Target Population	Sample size
Head teachers	31	3
Pupils	1061	106
Total	1092	109

Source: Researcher (2016)

3.7 Research instruments

During the descriptive type of studies use of questionnaires is recommended (Schindler, 2006). These questionnaires are easy to administer in terms of cost-effectiveness and easy accessibility as compared to the interviews. The study utilized questionnaires to collect primary data.

3.7.1 Questionnaires for Head teachers and Pupils

According to Jackson, (2009), the development of Likert- type scales of self-administered questionnaires was very easy to analyse statistically. These made the analysis easier in terms of coding into the computer package.

Different instruments were prepared especially separate questionnaires for pupils and head teachers. Each questionnaire was formulated with five parts covering Part A: demographic characteristics' Part B; C; D and E: objective by objective questions dealing with two variables i.e. independent and dependent variable of the study.

3.7.2 Piloting of research instruments

A total of two public primary schools were identified for a pilot study of the instruments in the Kanamkemer zone in Turkana Central Sub County. The schools were selected through a simple random sampling technique. The questionnaires were given and collected by the researcher from both the head teachers and class 7 pupils. The researcher had humble time to discuss with respondents while giving and collecting the questionnaires. The instruments served to respondents confirmed the pre-test for its measure of accuracy on the variables of the study. Piloting results were used to assess the effectiveness of the tools for accuracy and consistency. Piloting results were not included in the data analysis.

3.8 Testing for Validity and Reliability

3.8.1 Validity

Validity is the degree to which a test or an instrument measures what it is supposed to measure (Mugenda & Mugenda, 2003). This study, therefore, finds validity of the research instrument indicated the degree to which the results achieved from data analysis represented the fact under study. This enabled a total of five primary schools in the Kanamkemer zone in the Turkana central sub-county to be selected for the pilot study. The questionnaires were served and collected from headteachers of five selected primary schools by the researcher personally. In this study, Content validity was confirmed through the content validity index formula over the number of valid items. It is the value of 0.075 was declared valid. It also established the validity of the instrument by confirming how the questions were phrased and constructed. The experts' opinions determined the validity of the instruments and established the linkage of the instrument to the study objectives and conceptual framework.

3.8.2 Reliability

The greater the degree of an instrument to establish its consistency and stability of instrument is considered reliable. Test to re-test method established the degree in terms of verifying the accuracy and stability of the instrument. As cited in the study by Mugenda and Mugenda, (2003), reliability is used to measure the degree to which a research instrument yields consistent results after repeated trials.

During piloting, only five (5) head teachers from the different locality of institutions in the Kanamkemer zone were considered and given the questionnaires. Questionnaires were administered twice with an interval of two weeks. This established the extent to which the questionnaires elicited the same response. The piloted five schools in the study were not included in the actual sample and analysis of the study. The estimate of the variability of the items was considered to confirm the reliability of the items. The scores of the re-test technique used established the reliability coefficient.

3.9 Data collection procedures

The researcher established and obtained permission to research from the National Commission for Science Technology and Innovation (NACOSTI). After first obtaining clearance from Mount Kenya University School of Post Graduate Studies and Ethical

Review Committee. Then received clearance from the office of the County Director of Education, Turkana County to research in the county. Again, he sought permission from the schools under study by visiting head teachers in respective public primary schools. While he was serving and distributing the questionnaires with help from the assistance of the research assistant and an enumerator.

3.10 Data analysis procedures

The data was collected by the use of pupil's and head teacher's questionnaires to gather information on the factors that influence pupil's dropout from primary schools.

The collected data was analysed based on research objectives using descriptive quantitative statistics such as frequencies and percentages, and findings presented in form of figures and tables.

The results were tabulated and analysed using a computer program; a statistical package of social science software (SPSS) version 23.0. This gave a summary of the positive findings listed and discussed while leading to the drawing of a conclusion and recommendation for the study.

3.11 Ethical considerations

Informed consent was considered before the study was conducted as it is the normal practice before any research is conducted. The informed consent establishes the confidentiality of the respondents without affecting them. According to Oso & Onen, (2008) established that informed consent implies that the research respondents had been adequately informed about the procedures of the study in which they have been asked to participate. The purpose of the study was considered the ultimate reason for the study, therefore, the information obtained was treated with utmost confidentiality it deserved. The respondents were also maintained and safely contacted for research. Coercion to participate in the study was not considered, rather the respondents were freely and voluntarily allowed to constructively be part of the study. All participants were informed of their rights in maintaining and remained anonymous, that their identity was not a salient feature in the study. The researcher also considered the responsibility of all the participants in terms of human dignity and well-meaning intentions.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents discussions of the study findings in a bid to address research objectives of the study on factors that influence pupil's dropout from public primary schools. This chapter covers questionnaire's response rate, demographic characteristics of the respondents, presentation, and interpretation of results as per the stated research objectives and fully discussed findings of the study as per the study objectives.

4.1 Questionnaire response rate

The study considered a total of 109 questionnaires to be administered to the sampled population by the researcher. The duly filled and returned questionnaires were 106 (103 pupils and 3 head teachers returned questionnaires) out of 109 questionnaires. This indicated a questionnaire response rate of 97%. This revealed that many respondents participated in the study.

4.2 Demographic characteristics of the respondents

4.2.1 Gender of respondents

The study categorized the gender of the respondents that included (64 males and 42 females). Figure 2 ascertains the gender of the respondents as shown.

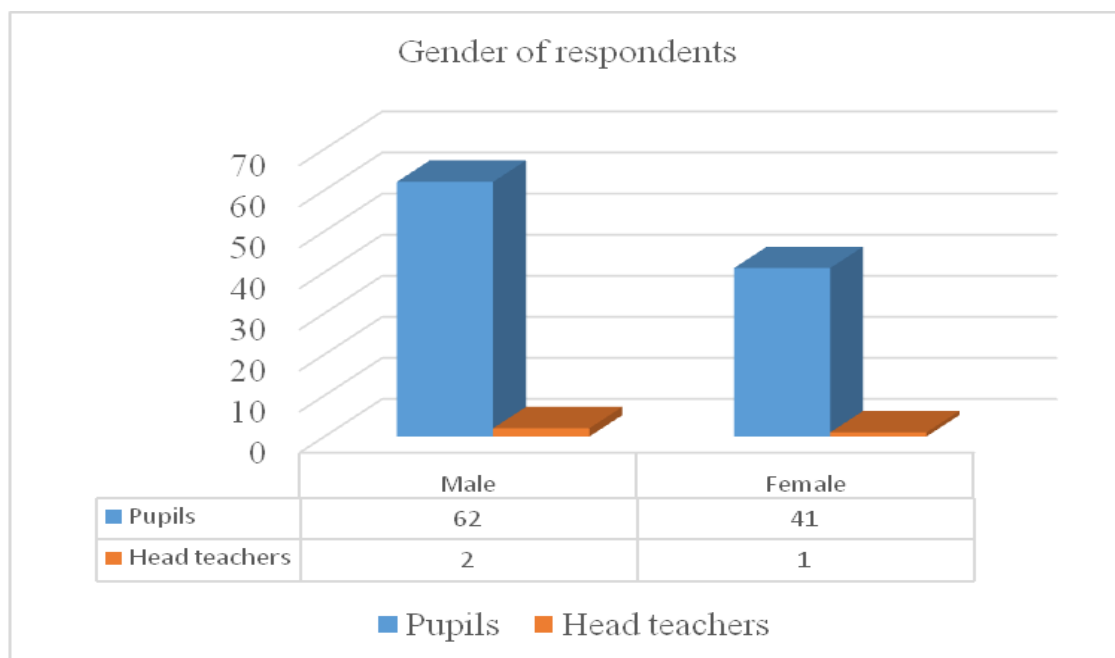


Figure 2: Gender of respondents

The gender results revealed that male (pupils) were the majority with 60%, while the female pupils had 40%. The findings reveal that male learners were more compared to female learners in the public primary schools sampled. This finding also reveals a clear pointer of gender parity in schools. This shows that most family encourages their female children to join school or it seems most female pupils are not encouraged to study. The results reveal that 66.7% of male head teachers were the majority, while 33.3% were female head teachers. The results also reveal more male head teachers are in administration compared to their female counterparts. The female head teachers should be encouraged to apply or employed by the TSC and a balance needs to be considered while appointing the head teachers in public primary schools.

4.2.2 Age of respondents

The age of the respondents was considered in the study; to establish who the respondents' age was by the researcher. Figure 3 ascertains the age of the respondents (pupils) as shown.

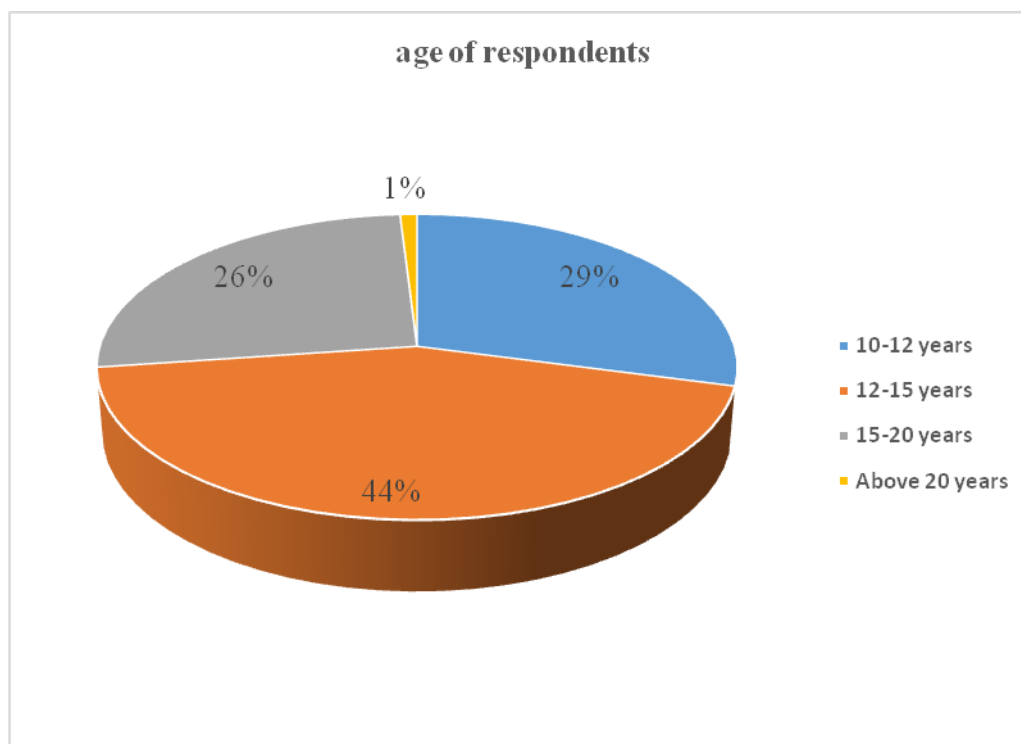


Figure 3: Age of respondents (pupils)

The findings in figure 3 revealed that the majority 45 (40%) of the pupils fall in the age of category 12-15 years, while 30(29%) were aged between 10-12 years and then 27(26%) of the respondents/pupils fall in the age of 15-20 years. Lastly only 1(1%) respondent/pupil falls in the age of 20years and above.

4.2.3 Age of respondents (Head Teachers)

The findings in table 3 revealed that the majority of head teachers 2(66.7%) were at age category of 36-45 years, while minority of 1(33.3%) were at age category of 25-35 years. The findings revealed that the employed head teachers were of reasonable and productive age suitable for administrative responsibilities in public primary school.

Table 3: Age of respondents (head teachers)

S/no.	Age respondents	Respondents	Percentage
1	18-25 years	0	0
2	25-35 years	1	33.3%
3	36-45 years	2	66.7%
4	46-55 years	0	0
5	Above 55 years	0	0
Total		3	100%

Source: Field Data (2020)

4.3 Presentation and interpretation of results

The presentation and interpretation of results based on the following objectives that included socio-economic, school based pupil's personal and cultural factors that influence pupil's dropout in public primary schools.

4.3.1 Socio-economic factors that influence pupils' dropout in primary schools

The findings on objective one revealed that the socio-economic aspects contributed to learners' abandonment of studies and thereby affecting their progression to the next level or chances of becoming an educated community in the county.

The researcher sought to establish the findings on socio-economic aspects that contributed to learners' abandonment of studies in primary schools. Table 4 ascertains the response rate as shown.

Table 4: Results on Socioeconomic factors that influence pupils' dropout in public primary schools.

Factor	Number and percentages									
	5		4		3		2		1	
	(SA)		(A)		(N)		(D)		(SD)	
Pupils	No	%)	N	%)	N	%)	N	%)	No	%)
Poverty	97	94.2	0	0	0	0	5	4.9	1	1.0
Income level of family	91	88.3	1	1.0	0	0	1	10.7	0	0
Head teachers										
Poverty	0	0	2	66.7	1	33.3	0	0	0	0
Income level of family	1	33.3	2	66.7	0	0	0	0	0	0
Negative attitude of parents towards education	1	33.3	1	33.3	0	0	1	33.3	0	0

5-point Likert scale where Key: - SA-Strongly agree, A-Agree, N-Neutral, D-Disagree SD-Strongly disagreed.

According to table 4, the results of respondents/pupils show poverty and income level of family influences school dropout from public primary schools. From the table above, it is evident that the following factors influence pupil's dropout according to pupils in the study: The majority 97 (94.2%) of the respondents/pupils strongly agreed that poverty influenced pupil's dropout. But 5(4.9%) of pupils disagreed and 1(1%) of the

respondents strongly disagreed on how poverty leads to learner's abandonment of their school. The table result findings indicated that poverty contributed and affected greatly pupil's dropout from primary schools.

The table also shows 91(88.3%) of pupils strongly and 1(1%) of the respondent/pupil agreed low-income level of family influence pupil's abandonment of school. While only 5(10.7%) of the respondents/pupils disagreed that the income level of the family does not influence pupil's dropout.

The table as well shows the head teacher's responses to the following factors that could have influenced pupil's dropout in the Lokori division. Regarding poverty level, the table results show majority 2(66.7%) of the respondent's/head teachers agreed to influence pupil's dropout. while 1(33.3%) of the respondent/head teacher was neutral whether it influences pupil's dropout. The table results as well show majority 2(67.7%) of the respondent's/head teachers strongly agreed and 1(33.3%) of the respondent/head teacher agreed also reveals that low-income family level had an on pupil's dropout from primary schools. Also, the table results indicate pupil's negative attitudes towards teachers and other pupils show that minority 1(33.3%) of the respondent/ head teachers strongly agreed and similar 1(33.3%) of them agreed to influence pupil's dropout from school. While 1 (33.3%) the respondent/ head teachers disagreed that pupil's negative attitudes towards teachers and other pupils have no influence on pupil's dropout from school.

4.3.2 School-based factors that influence pupils' dropout IN PRIMARY schools

The findings of the second objective of the study on how school-based factors contribute to learners drop out of school are shown in table 5.

The researcher sought to establish the findings on school-based aspects that contributed to learners' abandonment of learning in primary schools. Table 5 ascertains the response rate as shown.

Table 5: Results on school-based factors influencing pupil’s dropout in public primary school.

Factor	Numbers and percentages									
	5		4		3		2		1	
	(SA)		(A)		(N)		(D)		(SD)	
	No	%)	No	%)	No	%)	No	%)	No	%)
Pupils										
School punishment	3	2.9	7	6.8	10	9.7	56	54.4	27	26.2
Shortage of teachers	4	3.9	3	2.9	7	6.8	28	27.2	61	59.2
School distance from home	20	19.4	30	29.1	33	32.0	10	9.7	10	9.7
Truancy	18	17.5	18	17.5	14	13.6	19	18.4	34	33.0
Repetition	17	16.5	19	18.4	25	24.3	25	24.3	17	16.5
Lack of school meals	12	11.7	20	19.4	16	15.5	35	34.0	20	19.4
Head teachers										
School punishment	0	0	2	66.7	1	33.3	0	0	0	0
Shortage of teachers	1	33.3	0	0	2	66.7	0	0	0	0
School distance from home	0	0	2	66.7	0	0.0	1	33.3	0	0
Truancy	2	66.7	0	0.0	0	0	1	33.3	0	0
Repetition	0	0	2	66.7	0	0	0	0	1	33.3
Lack of school meals program food	1	33.3	2	66.7	0	0	0	0	0	0

According to Table 5, the findings of the study revealed that several characteristics of school-based aspects contributed greatly and slightly to learners’ abandonment of their studies from school. The table shows lack of school meal program food at school, long-distance learners trek to school, truancy, shortage of teachers or instructors due to difficulties of the area, school unrealistic discipline approach and issues related to learner’s progression from one class to another i.e. repetition, have proved to be a great hindrance in learner’s education.

The table indicates the majority 56(54.4%) of the pupils disagreed that school punishment does not influence pupils to drop out. while 27(26.2%) of them strongly disagreed, 10 (9.7%) were neutral while 7(6.8%) of the respondents/pupils agreed and eventually 3 (2.9%) of the pupils strongly agreed that school punishment influenced pupil’s dropout from public primary schools in Turkana East sub-county.

The table as well indicates the results on the shortage of teachers show majority 61(59.2%) of the respondents/pupils strongly disagreed, 28(27.2%) of them disagreed to not influence pupil’s dropout. Then 7(6.8%) of the respondents/pupils were neutral

on whether to influence pupil's dropout. But the results show 4(3.9%) of pupils strongly agree and 3(2.9%) of the respondents/pupils agreed shortage of teachers slightly influence pupil's dropout.

The table also indicates the results of the school distance from home show the majority 33 (32%) of the respondents/pupils were neutral to have an influence on pupil's dropout from public primary schools. Thus the table results show 30(29.1%) of the respondents/pupils agreed and 20 (19.4%) of the pupils strongly agreed on the school distance from home influenced pupil's dropout from public primary schools. Then 10(9.7%) of the pupils disagreed while 10(9.7%) of the pupils strongly disagreed.

The table also from the findings of the results indicates that the majority 34 (33%) of the respondents disagreed that truancy influenced pupil's dropout and 19(18.4%) of them disagreed. While 14(13.6%) remained neutral. But 18(17.5%) of the respondents/pupils agreed and 18(17.5%) of the respondents/pupils strongly agreed that truancy contributed to learners' abandonment from public primary schools.

The table result of findings on repetition shows majority 25(24.3%) of the respondents/pupils were neutral that repetition influenced pupil's dropout. While 25(24.3%) of them disagreed and 17(16.5%) of the respondents/pupils strongly disagreed that repetition has no influence on pupil's dropout from public primary schools. But the results show minority 19(18.4%) of the respondents/pupils agreed and 17(16.5%) of them strongly agreed that repetition influenced pupil's dropout from school. The table result of findings on lack of school meals program food shows majority 35(34%) of pupils disagreed, 20(19.4) strongly dsagreed,16(15.5%) neutral,20(19.4%) agreed and 12(11.7%) strongly agreed to influence pupil's dropout from school.

The table result finding indicates the head teacher's response to the following factors that could have influenced pupil's dropout in the Lokori division. The table result findings on school punishment show majority 2(66.7%) of the respondent's/head teachers agreed that punishment influenced pupil's dropout in school while 1(33.3%) of them remained neutral on pupils drop out.

The table result findings on the shortage of teachers show majority 2 (66.7%) of the respondent's/head teachers were neutral while 1(33.3%) of them strongly agreed that shortage of teachers influenced pupil's dropout in schools. Then results from findings on school distance from home show majority 2(66.7%) of the respondent's/head

teachers agreed that school distance from home influenced pupil's dropout from school while 1(33.3%) were neutral. On truancy, results show the majority of 2(66.7%) of the respondent's/head teachers strongly agreed to have an influence on pupil's dropout from school. While 1(33.3%) of them disagreed truancy does not influence pupils to drop out. However, the result findings on repetition show majority 2(66.7%) of the respondent's/head teachers agreed to influence pupil's dropout. Thus 1(33.3%) of them strongly disagreed repetition to have no influence on pupil's dropout from school. On lack of school meals program food, the results show majority 2(66.7%) of the respondent's/head teachers agreed and 1(33.3%) of the respondent/head teachers strongly agreed to influence pupil's dropout from school.

4.3.3 Pupils personal factors that influence pupils' dropout IN PRIMARY school

The third objective was Pupils' factors that influenced pupils to drop out from public primary schools. The factors that were examined under learner's factors included indiscipline, academic failure of the learners, early pregnancies among the girl child contributed to learners' abandonment of school at an early stage of education. The findings are presented in table 6.

The researcher sought to establish the findings on the pupil's factors that influence pupil's dropout from public primary schools. Table 6 ascertains the response rate as shown.

Table 6: Results on pupil's factors influencing pupil's dropout in public primary schools.

Factor	Number and percentages									
	5		4		3		2		1	
	(SA)		(A)		(N)		(D)		(SD)	
Pupils' responses	No	%)	No	%)	No	%)	No	%)	No	%)
Indiscipline	22	21.4	17	16.5	20	19.4	9	8.7	35	34.0
Teenage pregnancy	21	20.4	32	31.1	15	14.6	17	16.5	18	17.5
The negative attitudes toward teachers and other pupils	20	19.4	30	9.1	33	32.0	10	9.7	10	9.7
High absenteeism	45	43.7	30	39.1	12	11.7	12	11.7	4	3.9
Low academic achievement	22	21.4	17	16.5	20	19.4	9	8.7	35	34.0
Head teachers responses										
Indiscipline	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0
Teenage pregnancy	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Negative attitudes toward teachers and other pupils	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
High absenteeism	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Low academic achievement	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0

According to table 6, it is evident that the following factors influence pupils to drop out according to respondents in the study: On indiscipline, results show the majority of pupils 35(34.0%) strongly disagreed while 9(8.7%) of the pupils disagreed and 20(19.4%) of them were neutral to influence pupil's dropout from school. But 22(21.4%) of the respondents/pupils strongly agreed while 17(16.5%) agreed that indiscipline influences pupil's dropout from school. The result findings on teenage pregnancies show majority 32(31.1%) of the respondents/pupils agreed, 21(20.4%) strongly agreed, 17(16.5%) of the respondents/pupils disagreed while 18(17.5%) strongly disagreed teenage pregnancies influence pupil's dropout from school. Also from the table, result findings on pupil's negative attitudes towards teachers and other pupils show majority 30(29.1%) of the respondents/pupils agreed and 20(19.4%) strongly agreed while 10 (9.7%) disagreed and 10(9.7%) strongly disagreed that it influences pupil's dropout from school and 33(32%) of them remained neutral. On high absenteeism, the results show majority 45(43.7%) of the respondents/pupils agreed,

30(39.1%) strongly agreed high absenteeism influences pupil's dropout from public primary schools, while 12(11.7%) of them disagreed, 4(3.9%) strongly disagreed and 12(11.7%) of respondents/pupils were neutral reveal to have no influence on pupil's dropout from school. On low academic achievement, the results show majority 35(34%) of the respondents/pupils strongly disagreed and 9 (8.7%) disagreed low academic achievement has no influence on pupil's dropout from public primary schools while 17 (16.5%) of them agreed and 22 (21.4%) strongly agreed that low academic achievement had a slight influence on pupil's dropout from school. The rest 20(19.4%) of the respondents/pupils remained neutral.

The table also shows head teachers responded to the following factors that could have influenced pupil's dropout in Lokori Division. The result findings from the table on indiscipline indicate minority 1 (33.3%) of the respondent's/head teachers strongly agreed and 1(33.3%) of them agreed to influence pupil's dropout from school. while 1(33.3%) of the respondent/head teacher was neutral to influence pupils to drop out. The result findings on teenage pregnancy show majority 1(33.3%) of the respondent's/head teachers agreed and 1(33.3%) of head teachers strongly agreed that teenage pregnancy influences pupils to drop out of primary schools, while the minority of them 1(33.3%) disagreed to influence pupil's dropout. Also, results from findings on negative attitudes towards teachers and other pupils show minority 1(33.3%) of the respondent's/head teachers agreed to influence pupil's dropout from school, while 1(33.3%) of them was neutral and 1(33.3%) of the respondent/head teacher disagreed to have no any influence on dropout. Also' result from findings on high absenteeism show majority 2(66.7%) of respondent's/head teachers agreed while 1(33.3%) of them strongly agreed that high absenteeism influence pupil's dropout from school. On low academic performance achievement, the result findings show 1(33.3%) of the respondent's/head teachers strongly agreed while 1(33.3%) of them agreed low academic achievement have an influence on pupil's dropout from public primary school. But minority 1(33.3%) of respondent's /head teachers disagreed.

4.3.4 Cultural factors that influence pupils' dropout in public primary schools

Analysis of cultural factors that influenced pupil's dropout from schools in the Lokori division was the fourth objective of the study. The study investigated the following

elements of cultural factors i.e. early marriage and pastoralism/ nomadic factors. The findings are presented in table 7.

The researcher sought to establish the findings on cultural aspects that contribute to learners' abandonment of studies from public primary schools. Table 7 ascertains the response rate as shown.

Table 7: Results on cultural factors influencing pupil's dropout in among primary school

Factor	Number and percentages									
	5		4		3		2		1	
	(SA)	(A)	(N)	(D)	(SD)					
	No	%)	No	%)	No	%)	No	%)	No	%)
Pupils										
Pastoralism / Nomadism	49	47.6	8	7.8	8	7.8	22	21.4	16	15.5
Early Marriages	30	29.1	33	32.0	12	11.7	20	13.0	8	7.8
Head teachers										
Pastoralism / Nomadism	1	33.3	2	66.7	0	0.0	0	0.0	0.0	0.0
Early Marriages	2	66.7	1	33.3	0	0.0	0	0.0	0.0	0.0

According to table 7 above, it is evident that the following factors influence pupils to drop out according to respondents in the study. The result findings on the table indicated pastoralist/nomadism shows majority 49(47.6%) of the respondents/pupils strongly agreed, 8(7.8%) of them agreed, 22 (21.4%) of the respondents/pupils disagreed and 16(15.5%) of the strongly disagreed, while 8(7.8%) of them remained neutral. The table also shows early marriages influenced pupil's dropout where 33(32.0%) of pupils agreed, 30(29.1%) strongly disagreed, 20(13.0%) disagreed while 8(7.8%) strongly disagreed while 12(11.7%) remained neutral that early marriage influences pupil's dropout from public primary school.

The table also indicated head teachers responded to the following factors that influenced pupils' dropout in the lokori division. The result findings on pastoralism/nomadism show majority 2(66.3%) of the head teachers agreed while 1(33.3%) of them strongly agreed that pastoralism/Nomadism influences pupil's dropout from public primary school. On early marriages, the result findings show majority 2(66.7%) of the head teachers strongly agreed while 1(33.3%) of them agreed that early marriage influence learners' abandonment of their studies in school.

4.4 Discussion of results

The study investigated the aspects based on the objectives and these objectives included socio-economic, school based, pupils personal and cultural factors that influence pupil's dropout in public primary schools.

4.4.1 Social-economic factors that influence pupils' dropout in Primary schools

Generally, the study revealed that there was a significant statistical relationship between socio-economic factors and pupil's dropout from school. The results indicate that the majority of pupils (94%) and the head teachers (66.7%) agreed that poverty influenced pupil's dropout. While also the majority of pupils (88.3%) and head teachers (66.7%) influence pupil's dropout from school. According to Glewwe (2010) finds poverty being one of the commonest factors to lure learners' from attaining their dream goal of completing school from the early stages of education to the late stages. This confirmed that the parent's low socio-economic aspects greatly affected the learner's education system. These findings were inconsistent with a study established by Wang (2010), which finds that poverty has an influence on learners' abandonment of their studies at primary school in many rural parts of China. Also, this study discusses poverty as a socio-economic factor that mounted pressure on vulnerable children in many homes not to access education (Hunt, 2008:52). From the study findings, the majority of pupils (88.3%) and head teachers (66.7%) strongly agreed that the low-income level of the family causes pupil's drop out of school. This study concurs with a study by James (2006), which finds low income of family level and poverty level settings also contributed highly to pupil's dropout from school.

However, the low-income level of the family significantly indicates the extent of poverty status among affected families focused on the existence of pupil dropouts in various schools in the Lokori division. As a result, families living in poverty levels, suffer the consequences that make them not support their children's education.

4.4.2. School-based factors that influence pupils' dropout in Primary schools.

For this second objective, the study, therefore, reveals that there was a slight significant statistical relationship between school-based factors and pupil's dropout from school compared to both pupil's and head teacher's responses.

The study findings revealed that 29.1% of pupils and 66.7% of head teachers agreed on school distance from home slightly influence pupils to drop out. Also, 19.4% of pupils

and 66.7% of head teachers agreed that lack of school meals program food caused pupils from poor families to abandon studies from school. Further, the study reveals that 18.4% of pupils and 66.7% of head teachers slightly agreed that repetition contributed to pupil's dropout from school. The study indicated that 17.5% of pupils and 66.7% of head teachers reveal that truancy leads to pupils abandoning their studies from school. The study findings generally reveal that school-based factors contributed slightly to pupil's dropout from school particularly those in vulnerable poor families. Ainsworth et al., (2005) denote learners' abandonment of school increases greatly too far localities/villages where many of the pupils travel to school from home. The longer the distance of the school from home, the less number of children attending school on that particular day or week for it is quite difficult for younger learners to reach school in time. This is mounted from the nature in which the school is located from the village. This study is consistent with the previous studies that found out that learner's movement difficulties, indiscipline cases, and constant failure to report to school is linked to learners' abandonment of their primary education (Rumberger, 2004; Allensworth & Easton, 2005 Rumberger & Arellano, 2008). In this regard, a study by Theuri (2004) established that learners' common failure and eventual repetition in class is rampant and indicates why many pupils abandon their education at an early age. This study concurs with WFP (2013) which finds a continuous provision of a daily meal to children being powerful support to achieve educational goals. The study further concurs with a study from Northern Namibia which finds that majority of the school-going children always stay at their homes if the food was not available in school. Likewise, this also means that if the families are not in a position to provide food at home, then the majority of learners will always stay at home till the food is provided to the school (WFP, 2006).

4.4.3 Pupils personal factors that influence pupils' dropout in Primary schools

The third objective was to determine pupil's aspects that contribute to learners' abandonment of studies at the primary level. For this objective, the study findings revealed that there was a slight significant statistical relationship between Pupils' factors and pupil's dropout from school. The study findings revealed that 21.4% of pupils and 33.3% of head teachers agreed that learner's indiscipline slightly caused a few of the affected pupils to drop out of the school. In addition, the results indicate that 21.4 % of pupils and 33.3 % of head teacher's influences pupil's drop out from school.

The study found out that 31.1% of pupils and 33.3% of head teachers influenced pupil's dropout from school. This study as well indicated that 29.1% of pupils and 33.3% of head teachers agreed negative attitudes of some pupils towards teachers and other pupils slightly affected pupils drop out. The study finds that the majority of pupils 45(43.3%) and the minority of head teachers 1(33.3%) influenced pupil's dropout minimally. The study is consistent with Boyle et al (2002), confirms that young girl child early pregnancy contributed to their children abandonment of studies from school. However, the study observed that early marriage and early pregnancy being a major contributor to teenage girls abandoning their studies from school. This is majorly contributed by the high exposure of the girls to risky behaviours caused by a lack of sufficient supply of personal necessities. This, therefore, indulges the girls to become vulnerable to getting early marriage and early pregnancy.

However, the study finds out learner's abilities like pupil's failure to attend classes, attaining weak grades, indiscipline, and learner's long-distance movement from their homes contributed to their dropping out of school (Rumberger, 2004).

Subsequently, pupils who rampantly absent in class for a very long time fail to catch up with others due to poor academic performance caused by poor regular lesson attendance in school. This causes them to drop out of school prematurely.

4.4.4 Cultural factors that influence pupils' dropout in Primary schools

The fourth objective was to determine the cultural factors that contribute to pupil's dropout from school. The study findings, therefore, revealed that there was a minor statistically significant relationship between cultural factors and pupil's dropout from school in the Lokori division. This study revealed that 47.6% of pupils and 66.7% of head teachers indicated pastoralism/nomadism lifestyle contributed to pupil's dropout from school. The study finds that 29.1% of pupils and 66.7% of head teacher's early marriage contributed slightly to pupil's dropout from school and hence affected entire school enrolment. This has concurred in a study by Lloyd and Mensch (2008) that finds young girls aged 15 to 24 years falling into victims of early pregnancies with unpredicted living stay had accounted for between 5% and 33% of girls abandoning studies from schools in the county.

Also, Nguyen and Wodon (2010) find inconsistency of elimination of early marriage potentially will eradicate the practice of early pregnancy among many girls in school. Unless strategic concerted efforts were put to address early marriages and early

pregnancy among the girls. Further, Nguyen and Wodon (2012) revealed that early marriage cases were on the rise despite the efforts done by many developing countries to formulate policies required to address outlawed practice. To help the communities apprehend the legal policies on the eradication of early marriage, international organizations were expected to fight against issues of many teenage girls dropping out of school following international laws on child protection.

About pastoralism/nomadism, the study finds that nomads consider education as a waste of time that affected their cultural practice of nomadism, and a gear to violate cultural norms in practice that had caused their children to fail to respect and practice their cultural practices in place. The study, therefore, finds that those learners who had attended school failed to own their cultural chores of cattle keeping (Abdi, 2011).

This study concurs with Odunga and Singei (2012) who find some parents encouraging their children to drop out of schools intentionally to accompany them while on migration in search of food for the family, pastures, and water in areas with potential pastures. Indeed, pastoralism and nomadism is a key cultural custom practiced among the Turkana community in the Turkana East sub-county who depended entirely on livestock keeping for livelihood and in most cases considers education as an expense that does not add value to them. That is why they married off their daughters in exchange for dowry given as an added income to the daughter's parents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary of research findings based on objectives of the study, conclusions, and recommendations on the study of factors that influence pupil's dropout from public primary schools. The study also gives recommendations for further research based on research findings.

5.1 Summary of research findings

The purpose of the study is to investigate factors that influence pupil's dropout from public primary schools in Lokori Division Turkana East Sub-county. Based on the study findings, both head teachers and pupils gave responses regarding the study objectives. These findings are based on each objective of the study.

5.1.1 Socio-economic factors influence pupil's dropouts

The study revealed that majority of the pupils 97(94.2%) and head teachers 2(66.7%) agreed poverty level of the household deny the parents the opportunity to provide to their children all necessary school requirement. The study also establishes that the majority of the pupils 91(88.3%) and head teachers 2(66.7%) agreed that parents whose family income level were low, find it difficult to satisfy their children's personal and school requirements and therefore escalate learners' abandonment of their studies in schools. The study concurs with James (2006) finds that low income and poverty level settings contribute highly to pupil's dropout from school. This study also reveals that the majority of head teachers agreed that negative attitudes of parents towards education exhibits influence on pupil's dropout from school.

5.1.2 School-based factors influence pupil's dropout.

About school distance from home, the study reveals that majority of pupils 30(29.1%) and head teachers 2(66.7%) agreed walking from home to school and back every day from Monday to Friday every week prompts the children to absent from schools. It is revealed in this study that school distance from home leads to learners' abandonment of their studies in schools. This has concurred in a study by Ainsworth et al., (2005) that finds abandonment of studies by learners in school crippling increase of learners who walk long distances from home to school daily. On truancy, the study indicated to be on

practice in schools. This concurs with the study by Cunningham, (2005) who explains truancy as being an absence from school without obtaining permission from either parents or school teachers.

On shortage of teachers, the study findings reveal that minority of pupils 4(3.9%) and the majority of head teacher's 2(66.7%) respondents agreed that shortage of teachers in school deprives pupils an opportunity to be attended hence forcing them to skip lessons and drop out of school.

About school punishment, this study confirms that school policy on punishment discourages the learners from attending their classes. This, therefore, conforms to the study in which minority of pupils 7(6.8%) and the majority of head teachers 2(66.7%) agreed school punishment administration in school discourages the pupils from attending school and leads to early school withdrawal.

Regarding repetition, the study findings reveal that majority of pupils 19(18.4%) and head teacher's 2(66.7%) respondents agreed that repetition denies pupils an opportunity to progress to the next level and perhaps continued to encourage and make them repeat the same class year after year. This later will demoralize them and thus builds up total pressure on pupils to drop out from school. This study revealed that rampant failure to progress to the next class at primary school prolonged the pupils' stay and completion from school. This concurs with a study by Theuri (2004) that finds rampant failure to be not well-considered necessary to the community associated with the nomadic lifestyle. On lack of school meal program food, the study reveals that the majority of pupils 20(19.4%) and head teachers 2(66.7%) agreed to influence pupil's attendance in school leading to dropping out from school. Pupils who feel hungry will not be ready to attend classes in school if the school has no available food. This study concurs with a report of WFP (2013) which elaborates on failure or unnecessary delays in delivery of food at school to have an opportunity to allow many children to stay at home for even more than two weeks' period. In this regard, continued delays of food delivery to schools will lead and influence learners to abandon their studies in school and instead opt to stay at home in the long-running. On truancy, the study reveals that the majority of pupils 18(16.5%) and head teachers 2(66.7%) influence pupil's dropout.

5.1.3 Pupils' factors on pupil's dropout.

On the prevalence of early or teenage pregnancy in school, this study confirms the majority of the pupils 32(31.1%) and head teachers 1(33.3%) agreed to restrain affected

girls from continuing with their education to escape humiliations from other pupils. Also, the study reveals that the majority of the pupils 45(43.7%), and head teachers 1(33.3%) agreed frequent absenteeism from schools reinforces pupils to leave school unexpectedly. With regards to low academic achievements, the study revealed the majority of pupils 22(21.4%) and head teachers 1(33.3%) agreed that most pupils who performed poorly during the school-administered examinations become very shy and withdraw from school completely.

Regarding indiscipline, the majority of pupils 22(21.4%) and head teachers 1(33.3%) agreed to affect public relations and co-existence among pupils and head teachers in school due to their unaccepted behaviours. This study concurs with Rumberger (2004) who found out that learner's failure to attend classes, low attitude towards education, trekking long distances to school without transport, indiscipline of students, and respect have a link to learners' abandoning their studies in school.

5.1.4 Cultural factors on pupil's dropout.

The study revealed that about pastoralism/nomadism, the majority of pupils 49(47.6%) and head teachers 2(66.7%) agreed to encourage the movement of people and their livestock to better pastoral regions in the company of their children. This study concurs with Abdi (2011) that finds pupils who drop out from school mindfully migrated with their parents and livestock elsewhere.

The study informs those early marriages and early pregnancies were noticeable in the study, whereby the majority of the pupils 33(32.0%) and head teachers 2(66.7%) confirmed that early marriage among the girls prompted them to lag in school progression. This study concurs with Lloyd and Mensch (2008) that reveal girls aged 15 -24 years falling victims of early marriages and pregnancies to account for between 5% to 33% of learners who abandoned their studies in schools in different states in the world.

5.2 Conclusions

The purpose of the study was to investigate factors that influence pupil's dropout from public primary schools in Lokori Division. Based on the findings of the study, the following conclusions based on individual objectives of the study were provided as follows: -

The first objective sought to establish the influence of socio-economic factors on dropout. From the findings, pupils strongly agreed poverty 97(94.2%) and low-income level of family 91(88.3%) contributed to pupils drop out of school. The majority of head teachers strongly agreed that poverty level 2(66.7) and low-income level of the family 2(66.7%) influence pupil's drop out of school. This affected pupil's progression in public primary schools where the parents were unable to meet their children's school requirements. Also, head teachers agreed parent's negative attitudes towards education 2(66.7%) demoralized pupils to drop out of schools unexpectedly. This indicates how parents struggle to meet their children's school requirements due to available poverty and poor income status in the family.

The second objective was to establish school-based factors that influence pupils to drop out. From the findings, the majority of pupils agreed school distance from home 30(29.1%) influenced pupils drop out as well as a minority of them agreed on shortage of teachers 4(3.9%) influence pupil's dropout. The minority of pupils agreed that school punishment 7(6.8%) influences pupils to drop out. Thus the majority of pupils strongly agreed truancy 18(17.5%) contributed to abandoning their studies. The majority of pupils again agreed repetition 19(18.4%) demotivated pupils from continuing with studies. And thus the majority of pupils agreed lack of school meal program food in school 20(19.4%) influenced pupil's dropout from school. The majority of head teachers 2(66.7%) agreed that school distance from home caused pupils to dropout. Also, the majority of head teachers agreed that the shortage of teachers 2(66.7%) allowed pupils to desert classes for lack of teaching in school. Thus the majority of head teachers agreed school punishment 2(66.7%) demoralized pupils from attending school. The findings also indicated the majority of head teachers strongly agreed truancy 2(66.7%) provided room for dropping out of school while the majority of head teachers agreed repetition 2(66.7%) of the same class demotivated pupils from transiting to the next class level hence forcing them to drop out of school. The majority of head teachers 2(66.7%) strongly agreed lack of school meals program food in school influence pupil's dropout from school as well.

The third objective was to establish the pupil's factors that influence pupil's dropout. From the findings, the majority of pupils strongly agreed indiscipline 22(21.4%) influence pupils to drop out. Thus teenage pregnancy 32(31.1%) indicated the majority of pupils agreed to influence pupils to drop out. They also agreed negative attitudes towards teachers and pupils 30(29.1%) influence pupil's dropout in school as the

majority of pupils strongly agreed high absenteeism 45(43.37%) causes pupil's drop out of school. Regarding low academic performance 22(21.4%) majority of pupils agreed to influence pupil's dropout from school. Thus minority of head teachers agreed to indiscipline 1(33.3%), teenage pregnancy 1(33.3%), negative attitudes towards teachers and pupils 1(33.3%), and low academic performance 1(33.3%) influence pupil's dropout. These factors demotivated the pupils completely and further affected one's spirit of self-esteem in school and culminated them in early withdrawals.

The fourth objective was to analyse cultural factors that influence pupil's dropout from school. From the findings, the majority of pupils strongly agreed pastoralism/nomadism 49(47.6%) and agreed early marriage 33(32.0%) influence pupil's dropout from school. While the majority of head teachers agreed pastoralism/nomadism 2(66.7%) encourage pupils to drop out of school, and the majority of head teachers strongly agreed early marriage 2(66.7%) have influence on pupils drop out from school. Pastoralism/nomadism practice influences pupil's dropout when some parents who are pastoralist withdrew their children from school to accompany them when in migration to better pastoral lands. On early marriage, pastoralist communities according to their cultural rights force their daughters to be married for dowry return inform of the herd of livestock given to the girl's family.

In summary, the study, therefore, identified the following conclusions to increase pupils drop out in all the four objectives. These are poverty, low income of family level, school distance from home, shortage of teachers, school punishment repetition, lack of school meals program, truancy, teenage pregnancies, high absenteeism, low academic achievements, negative attitudes toward teachers and other pupils, pastoralism/nomadism and early marriage had influenced on pupil's dropout from public primary schools in Lokori division Turkana East sub-county.

5.3 Recommendations for practice

The study recommends the following:

1. The government should establish 5 (Five) more low-cost boarding public primary schools in the Lokori division to enable children from poor economic backgrounds to attend school till completion.
2. The government should establish new public primary schools in far-placed villages to enable all children in those areas to access education.

3. The government should take stern action against individuals engaged in early marriages and teenage pregnancies to shun them off from that immoral act.
4. Head teachers should organize education forums at the school level to sensitize parents on the relevancy or importance of education to the young generation of the future.

5.4 Recommendations for further research

The study recommends further research in the following areas: -

1. A similar study on factors affecting learners' drop out of public primary schools in other divisions in Turkana east sub-county can be conducted.
2. Establish factors that influence the learner's abandonment of studies from public primary schools.

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APPENDICES

Appendix I: Letter of Introduction

SIMON LOKUTAN LOMURIA
P.O BOX 293-30500
LODWAR

Dear respondent

RE: REQUEST TO FILL QUESTIONNAIRE FOR STUDY PURPOSES

The researcher is pursuing a master of education degree in leadership and management of Mount Kenya University researching an investigation of the influence of pupils' dropout on transition in public primary schools in the Lokori Division Turkana East sub-county Turkana County. Please answer all the questions provided in the questionnaire.

Yours faithfully

Simon Lokutan Lomuria

Appendix II: Consent /Agreement Form For Participation

The researcher requests that you as a participant of this study should voluntarily respond to the interview schedule and questionnaires. The study is basically for academic purposes and may not benefit anyone at an individual level. The study will be relevant to the professionals like learners, academicians, parents, and teachers.

I (Code of participant) being 18 years and above and having full capacity to consent do hereby volunteer to participate in a research study.

The voluntary implications in terms of participation in the study, approach in terms of methodology, the purpose of the study, and duration have been exhaustively explained. The researcher has also enabled me to have room to ask the question concerning the study.

Participant's signature: **Date:**

Appendix III: Questionnaire For Pupils

This question is aimed at collecting data on the influence of pupil's dropout on transition in primary schools. The researcher will like to assure you that the information given will be treated confidentially. Please respond to all questions provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age of respondent

10-12 years

12-15 years

15-20 years

Above 20 years

2. Gender of respondent

Boy (Male)

Girl (Female)

SECTION B: SOCIO-ECONOMIC FACTORS

The table below represents statements about socioeconomic factors that influence pupil's dropout on transition based on your experience as a pupil. Based on your experience rank them using a scale of 5 to 1 where '5' Strongly agrees and '1' Strongly Disagree.

Socio-economic factors	Level of agreement				
	SA	A	N	D	SD
Poverty					
Income level of parents					

SECTION C: SCHOOL-BASED FACTORS

The following are school-based factors that influence dropout in primary school Turkana East. Based on your experience as a pupil, rank them using a scale of 5 to 1 where '5' Strongly agrees and '1' Strongly Disagree.

School-based factors	Level of agreement				
	SA	A	N	D	SD
1.School punishment					
2.Shortage of teachers					
3.School distance to and from home					
4.Truancy					
5.Repetition					
6. Lack of school meals					

SECTION D: PUPIL PERSONAL FACTORS

The table below represents statements about personal factors that can influence dropout in Turkana East. Based on your experience as a pupil, indicate the extent to which each of the factors influences dropout in Turkana East.

Pupils personal factors	Level of agreement				
	SA	A	N	D	SD
1.Indiscipline					
2.Teenage Pregnancy					
3.Negative attitudes towards teachers and other pupils					

4.High absenteeism					
5.Low academic performance to proceed to the next level					

SECTION E: CULTURAL FACTORS

The table represents statements about cultural factors that influence pupil's dropout in school. Based on your experience as a pupil, indicate to what extent each of the factors influences pupil's dropout in Turkana East district.

Cultural factors	Level of agreement				
	SA	A	N	D	SD
2.Early marriages					
3.Pastoralism/Nomadic life					

Appendix IV: Questionnaire for Head Teachers

This question is aimed at collecting data on the influence of pupil's dropout on transition in primary schools. The researcher will like to assure you that the information given will be treated confidentially. Please respond to all questions provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age of respondent

18-25 years

25-35 years

36-45 years

45- 55

Above 55 years

2. Gender of respondent

Male Female

3. Years of teaching experience

1-5 years

6-10 years

11-20 years

Over 20 years

SECTION B: SOCIO-ECONOMIC FACTORS INFLUENCING DROPOUT

The following are socio-economic factors that influence dropout in primary school Turkana East. Based on your experience as a head teacher, rate them using a scale of 5 to 1 where '5' Strongly agrees and '1' Strongly Disagree.

Socioeconomic factors	Level of agreement				
	SA	A	N	D	SD
1.Poverty					
2. Income level of the parents					

SECTION C: SCHOOL-BASED FACTORS INFLUENCING DROPOUT

The table below represents some school-based factors that influence dropout in primary school Turkana East. Based on your experience as a head teacher, rate them using a scale of 5 to 1 where '5' Strongly agrees and '1' Strongly Disagree.

School-based factors	Level of agreement				
	SA	A	N	D	SD
1.School punishment					
2.Shortage of teachers					
3.School distance from home					
4.Truancy					
5.Repetition					
6.lack of school meals					

SECTION D: PUPIL PERSONAL FACTORS INFLUENCING DROPOUT

The following are factors that can influence dropout in Turkana East. Based on your experience as a head teacher, rate them using a scale of 5 to 1 where '5' Strongly agrees and '1' Strongly Disagree.

Pupil personal factors	Level of agreement				
	SA	A	N	D	SD
1.Indiscipline					
2.Teenage Pregnancy					
3.Negative attitudes towards teachers and other pupils					
4.High absenteeism					
5.Low academic performance to proceed to the next level					

SECTION E: CULTURAL FACTORS INFLUENCING DROPOUT

The table represents statements about cultural factors that influence pupil's dropout in school. Based on your experience as a head teacher, rate them using a scale of 5 to 1 where '5' Strongly agrees and '1' Strongly Disagree.

Cultural factors	Level of agreement				
	SA	A	N	D	SD
1.Early marriages					
2.Pastoralism/Nomadic life					

Appendix V: Certificate of Ethical Clearance from MKU



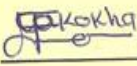
AUGUST 10, 2016

Ref. No. MKU/ERC/0178

CERTIFICATE OF ETHICAL CLEARANCE

This is to certify that the proposal titled “AN INVESTIGATION OF THE INFLUENCE OF PUPILS’ DROPOUT ON TRANSITION IN PUBLIC PRIMARY SCHOOLS IN LOKARI DIVISION TURKANA EAST SUB-COUNTY, TURKANA COUNTY, KENYA”, whose Principal Investigator is Mr Simon Lokutan Lomuria (MED/2013/55354) has been reviewed by Mount Kenya University Ethics Review Committee (ERC), and found to adequately address all ethical concerns.

Mr. Francis W. Makokha
Secretary, Mount Kenya University ERC

Sign: 

Date: 10/08/2016

Dr. Francis W. Muregi
Chairman, Mount Kenya University ERC

Sign: 
Mount Kenya University
Director, Research & Development
& Development
P. O. Box 342 - 01000, Thika

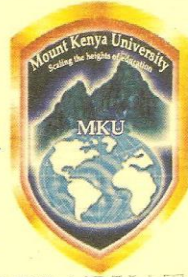
Date: 10/8/2016

Main Campus, General Kago Road, P.O Box 342-01000 Thika. Tel +254 020 208 83 10, +254 020 2 338 143/6/8, Fax:+254 020 20 503 15,
Cell: +254 720 790 796, +254 789 126 571 Email: info@mku.ac.ke, Web: www.mku.ac.ke

ISO 9001 : 2008 **Certified**

Appendix VI: Introduction Letter from School of Postgraduate Studies

Mount Kenya University



SCHOOL OF POSTGRADUATE STUDIES

REF: MED/2013/55354

10th August, 2016

*The Director, Research Coordination Division,
National Commission for Science, Technology & Innovation,
Utalii House, 8th & 9th Floor,
P.O Box 30623 - 00100.
NAIROBI.*

Dear Sir/Madam,

RE: SIMON LOKUTAN LOMURIA - REGISTRATION NO. - MED/2013/55354

The purpose of this letter is to introduce the above named student who is pursuing Master of Education (Leadership and Management) in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of his research is "An Investigation of the Influence of Pupils' Dropout on Transition in Public Primary Schools in Lokari Division Turkana East Sub-County, Turkana County, Kenya."

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research project in the course of this semester (August - October, 2016).

Any assistance accorded to him will be highly appreciated.

Thank you.

Mount Kenya University
Dean, School of Postgraduate Studies
P. O. Box 342 - 01000
Thika

Dr. Cecilia Kimani
Dean, School of Postgraduate Studies


Enc


Appendix VII: Research Permit from NACOSTI

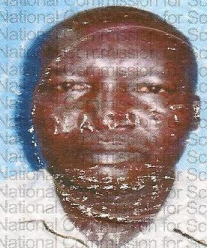
THIS IS TO CERTIFY THAT: Permit No : **NACOSTI/P/16/49655/13153**
MR. SIMON LOKUTAN LOMURIA Date Of Issue : **17th August,2016**
of MOUNT KENYA UNIVERSITY, 0-30500 Fee Received : **ksh 1000**
LODWAR,has been permitted to conduct
research in Turkana County

on the topic: AN INVESTIGATION OF
THE INFLUENCE OF PUPILS DROPOUT
ON TRANSITION IN PUBLIC PRIMARY
SCHOOLS IN LOKORI DIVISION TURKANA
EAST SUB COUNTY TURKANA COUNTY
KENYA

for the period ending:
16th August,2017



Applicant's Signature



Director General
National Commission for Science
Technology & Innovation



CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**


REPUBLIC OF KENYA


NACOSTI
National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

17660
Serial No.A

CONDITIONS: see back page

Appendix VIII: Research Authorization from Ministry of Education



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION.

Telegram 'ELIMU', Lodwar
Telephone'Lodwar'054 21076
Fax/No: 054 21076
Email: cdeturkana@education.go.ke
When replying please quote
REF: TUR/CDE/ADM/VOL.1/39

TURKANA COUNTY EDUCATION OFFICE,
P.O. BOX 16- 30500,
LODWAR.

22/08/2016

SIMON LOKUTAN LOMURIA
MOUNT KENYA UNIVERSITY
P.O BOX 342-01000
THIKA.

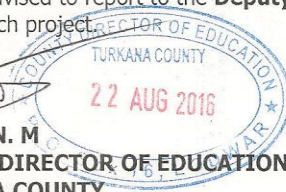
RE: RESEARCH AUTHORIZATION.

Following your application dated **17th August 2016**, you are hereby authorized to carry out research on "**An investigation of the influence of pupils dropout on transition in public primary schools in Lokori Division Turkana East Sub-County, Turkana County Kenya**"

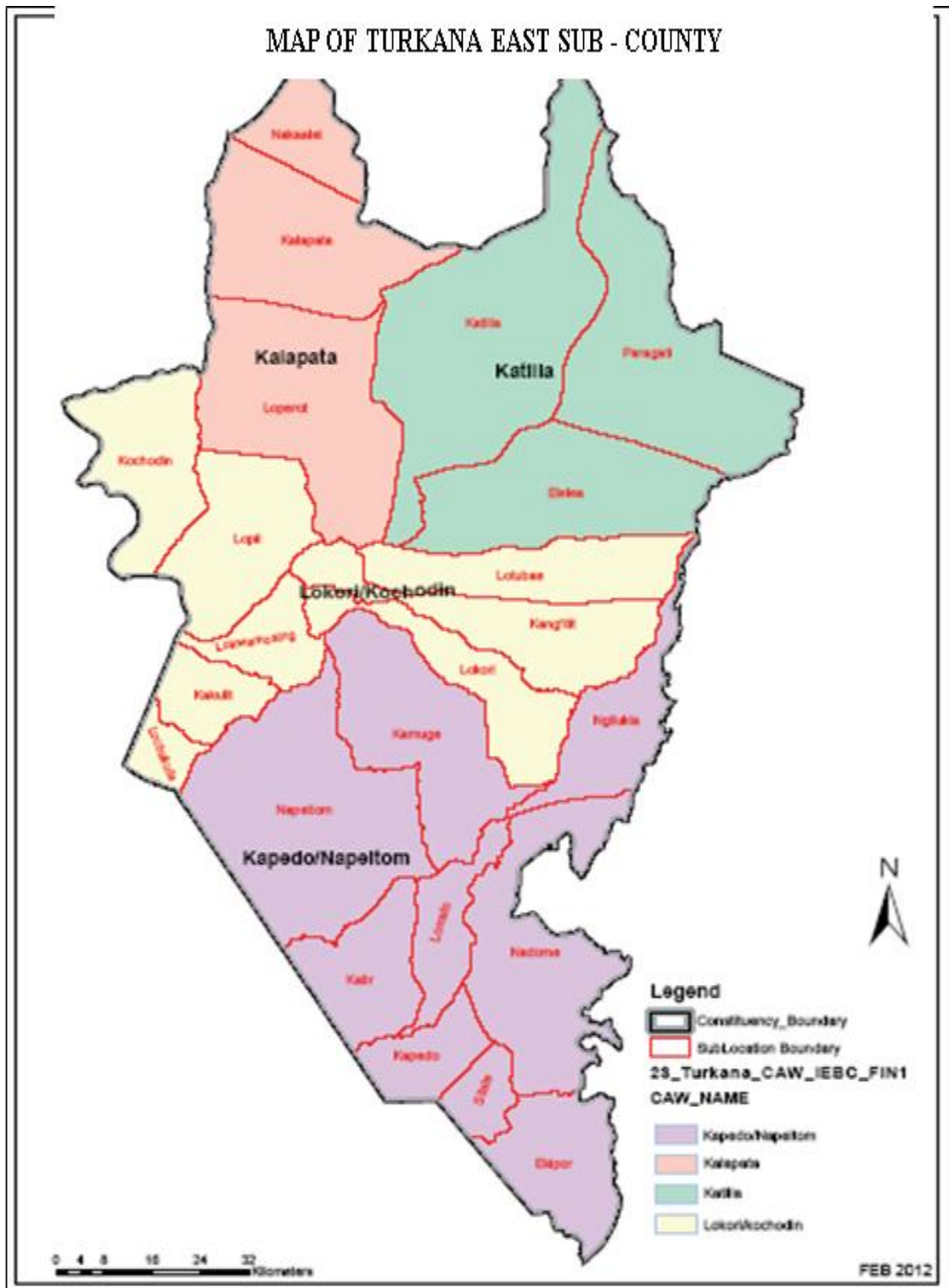
Am pleased to inform you that you are permitted to undertake your research in **Turkana County** for a period ending **16th August 2017**.

You are advised to report to the **Deputy Sub-County Director** before embarking on the research project.


SIFUNA N. M
COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY.



Appendix IX: Map of Turkana East Sub-County



AN INVESTIGATION OF
FACTORS THAT INFLUENCE
PUPILS DROPOUT FROM
PUBLIC PRIMARY SCHOOLS IN
LOKORI DIVISION, TURKANA
EAST SUB-COUNTY, TURKANA
COUNTY, KENYA

by Simon Lokutan

Submission date: 10-Nov-2021 01:40PM (UTC+0300)

Submission ID: 1698676197

File name: Revised_Final_thesis-Simon_Lokutan_lomuria_1.doc (4.48M)

Word count: 21856

Character count: 122078

AN INVESTIGATION OF FACTORS THAT INFLUENCE PUPILS DROPOUT FROM PUBLIC PRIMARY SCHOOLS IN LOKORI DIVISION, TURKANA EAST SUB-COUNTY, TURKANA COUNTY, KENYA

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